



Charter

"He tātā i nga ngārahu ahi kia muru mai anō ai"



Section 1: The Charter Agreement

This charter is an undertaking between the board of trustees of Rotorua Girls' High School and the Minister of Education.


It has been reviewed to meet current legislative requirements for schools to focus planning on improved student outcomes and to set targets for intended student outcomes.

The charter incorporates our strategic plans and annual plan which set out the school's intended activities.

This Charter will be reviewed annually by the Board of Trustees and a copy of the updated charter and annual report will be lodged with the Ministry of Education each year.

The Rotorua Girls' High School Board of Trustees agrees to administer the school so as to ensure the school's operations take into account all the National Education Guidelines and National Administration Guidelines and reflect both the content and the spirit of this charter.

The Board of Trustees accepts the obligation to adhere to all relevant Acts of Parliament, national guidelines for education, employment contracts and regulations as they relate to the school.

Signed.....
(Chairperson Board of Trustees)

Date: 1/3/2015

Signed.....

Date: 1/3/2015



Section 1: The Board of Trustees

The Board of Trustees is the constitutional authority which is charged to provide the Minister of Education with the effective governance of the school, the preparation of the School Charter, the preparation of the school's annual objectives and goals and with monitoring the performance of the school against those objectives and goals.

The Board will ensure that all elections and appointments to the Board conform to current legislation, the needs of the school and the wishes of the community.

The Board will abide by the Local Government Official Information and Meetings Act 1987 which provides that:

- Meetings of Board of Trustees will be open to the public, with copies of the agenda to be made available. Times and places of board and committee meetings will be published with reasonable notice, in terms of section 46 (5) of the Local Government Official Information and Meetings Act.
- A resolution or motion may be made to exclude the public from the whole or part of the proceedings of any meeting, in terms of Section 48 of the Act.
- Bona fide reporters for any newspaper or news service are deemed to be members of the public and are entitled to attend any meeting or any part of a meeting for the purpose of reporting the proceedings. They must withdraw with other members of the public when the board goes into committee.
- Minutes of meetings are to be available from the school's office.
- Any member of the public may inspect the minutes of any meeting or part of any meeting of the board (not being a part of a meeting from which the public were excluded) and may take notes from these minutes.
- Any member of the public so inspecting any such minutes who requests a copy of any part and tenders the prescribed amount (if any) shall be given such a copy.
- The secretary of the board of trustees should take such precautions as may be necessary to ensure that no person inspecting any such minutes shall inspect or see the minutes of the part of the meeting from which the public was excluded.



Codes of Conduct

The Board of Trustees agrees to adhere to the following code of conduct:

Each Board of Trustee member is charged with the governance of the school. Effective governance is a successful blend of professional expertise and community involvement. This co-operation should lead to effective and positive relationships between the trustees and staff and ensure that the educational well-being of students is maintained. This code of conduct shall be standard for all Board of Trustees throughout New Zealand and apply to all members.

TRUSTEES SHALL:

1. ensure that the needs of students and their learning are given full consideration when planning, developing and implementing learning and teaching programmes.
2. ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence and to reach their full potential.
3. serve their school and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities.
4. respect the integrity of staff, the principal, parents and students.
5. be loyal to the school and its charter.
6. maintain the confidentiality and trust vested in them.
7. ensure strict confidentiality of papers and information related to the Board's position as employer.
8. act as good employers.
9. ensure that individual trustees do not act independently of the board's decisions.
10. ensure that any disagreements with the Board's stance on matters relating to the employer position are to be resolved within the Board.
11. exercise their powers of governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.
12. use Māori processes when consulting the Māori community.



Effective Governance and Administrations 2015

Objectives	Strategies to achieve Objectives	Responsibility
1. The Board of Trustees meets its responsibilities of School Governance consistent with current legislation and the school charter.	<p>Every member of the board knows and understands the Charter.</p> <p>The Board of Trustees meets all legislative and compliance requirements</p> <p>The Board of Trustees reviews its legislative requirements under the National Educational Guidelines every year and amends the Charter in accordance with any changes to those.</p> <p>All decision-making is based on the Charter. The Charter is reviewed every year in conjunction with the Annual Plan</p> <p>The Board of Trustees reviews and approves all Management and Committee reports that require it to discharge its responsibilities.</p>	Full Board
2. To plan for the school's development through effective strategic and annual planning	The Board has an annual review programme in place for the Charter and school policies. The Board reviews the Charter, Annual Plans and Policies in accordance with the School Review Schedule.	Policy
3. To identify, develop and maintain relationships and communication with the school's communities, particularly recognising the needs of Māori and Pacific Island students.	<p>The Board will actively support the Whānau Support Group.</p> <p>The Board will actively work to build the support structures of its advisory groups.</p>	Policy
4. To be responsible for the effective delivery of education to meet the National curriculum and contribute to the needs of the school's communities .	<p>The Board will monitor through Management reports the School's conformance with the National Curriculum to ensure it meets the needs of the school's communities.</p> <p>The Board will ensure that the school supports its communities and that its facilities contribute to community needs.</p>	Policy and Board
5. To be responsible for the allocation of the school's budget through effective strategic and annual planning	The Board will prepare annual budgets in conjunction with annual planning cycle	Policy and Finance
6. To ensure the school is organised, resourced and supervised to meet strategic and operational objectives	The Board will plan resourcing of school to meet strategic and annual plans.	Resource Committee Board



ABOUT ROTORUA GIRLS HIGH SCHOOL

Rotorua Girls High School

- Is a single-sex, state secondary school catering for Year 9 to 13. It was established in 1959 when Rotorua Girls High School, established in 1927, split into two single-sex school.
- Has a current role of approximately 600 (73% Māori, 15% N Z European, 5% Pacific Island and 7% other).
- Has a strong commitment to ensuring the Treaty of Waitangi informs all decisions made at Rotorua Girls High School.
- Has a strong commitment to Tikanga Māori (Te Arawatanga) and Te Reo
- Includes many traditions which have been established over 56 years that build pride and a strong sense of identity and belonging.
- Focus on all round development of every student.
- Is staffed by talented and committed teachers.
- Has an excellent history of high academic achievement



The school supplements some of its courses by using a range of outside providers. The school works in partnership with other providers to meet diverse community education needs. The school also caters for international students, alternative education students, special education students, as well as students at Rotorua School for Young Parents.

A café operates on-site as a trading concern. On our grounds, the Rotorua Girls High School Childcare Trust operates with the Principal as Licensee, Rotorua's ARENA operates as an independent community resource for sporting, cultural leadership and social functions, and the Rotorua Schools Mowing Groups operates as a small business committed to support local schools, by mowing large land areas.

Offsite, Rotorua Girls High School operates the Rotorua School for Young Parents, and the Principal supports the Rotorua School for Young Parents Childcare. As well, the Ministry of Education has delegated Rotorua Girls High School to hold the Property Occupancy Document for a major part of 114 Sunset Road. Rotorua Girls High School oversees the administration and property needs of this POD. Since 2008 the school has held a 33 year lease with the Rotorua District Council for a parcel of land adjacent to the Rotorua Girls High School which is currently used as a student car park.

PRINCIPLES

The Board of Trustees has a strong commitment to ensuring every student achieves her best, while at Rotorua Girls High School. This includes academic achievement, participation and contribution in co-curricular activities, development of social skills and service to others.

The school stands on its proud history and traditions, but has active commitment to providing learning that will ensure students are successful now and in the future.



The school has clear values including cultural diversity ensuring that Tikanga Māori (Te Arawatanga) and Te Reo Māori are an important part of school life. Every student has the opportunity to learn Te Reo Māori.

The Rotorua Girls High School Board of Trustees is committed to fulfil the intent of the Te Tiriti o Waitangi by reflecting New Zealand's dual Cultural Heritage

- The Board will recognise and acknowledge Māori as Tangata Whenua (First Nations) of Aotearoa NZ
- The Board will recognise and acknowledge Te Tiriti o Waitangi as the founding document of Aotearoa NZ
- The Board will recognise and acknowledge Te Reo Māori as an official language of Aotearoa NZ
- The Board will be bi-culturally responsive and inclusive to all matter pertaining to Rotorua Girls High School
- The Board will meet its obligation with regard to Section 61 (3) of the Education Act 1989 in that the Charter will contain aims of developing policies and practices that will reflect Aotearoa NZ's unique bicultural nature with support also to all other cultures globally, at Governance Level, Management Level which includes the Principal, the Senior Leadership Team, all staff and all students
- The Board required the Principal to promote and enhance the school values, and Māori Culture internally (school) and externally (community and Iwi), raise the level of self-esteem and awareness of all students, and to provide leadership opportunities for all students in order to raise their self-confidence and understanding
- The Board requires the Principal to ensure that the curriculum is delivered effectively to all students, underpinned by the school's educational vision with foundational values based on key Māori concepts, and to maintain ongoing and supportive liaison with the local community – Iwi Advisory within the school community
- To reflect the unique bicultural nature of the school, and in accordance with Te Tiriti o Waitangi, it is appropriate that tangata whenua have a representative who is a trustee on the Board.

Dr Ken Kennedy

MĀORI STRATEGIC DIRECTION

Rotorua Girls High School has identified the following strategic goals:

- To ensure that Māori students excel at same level as other students (Kia Tu Rangatira Ai – model and Kia eke Panuku Action Plan)
- To improve attendance rates for Māori students through involvement and co-operation with whānau
- To improve retention rates and strengthen career pathways for school leavers
- To further develop the home and school partnership in consultation with (Māori Consultative Group (Whānau Hui)
- To continue to implement culturally responsive and relational pedagogical strategies
- To ensure successes unique to Māori students

These goals will be achieved by:

- Implementing Kia Tu Rangatira Ai model and Kia eke Panuku (see Action Plan)



- Developing teacher-student relationship based on culturally responsive and relational pedagogy
- Enhancing whānau engagement with school
- Developing teaching practice which includes a holistic perspective and is strength based
- Using professional learning such as Kia eke Panuku to increase awareness of Māori pedagogy and educational processes
- Actively embedding tikanga Māori and its application to the curriculum and school culture
- Increasing daily attendance of akonga
- Enhancing knowledge of tertiary training options and future pathways
- Supporting technological initiatives for collaborative learning

Full Immersion programmes/ Ngā Hōtaka Rumaki Reo Māori

Rotorua Girls' High School does not offer full Māori immersion programmes however guidance will be given to any parent/student wishing to pursue such a course on the most appropriate way to achieve this goal.

Kāre Te kāreti o te kura tuarua mo nga kohine o Rotorua e whakahere atu I ngā hōtaka rumaki reo Māori otiāa kei konei tonu he arataki mō te hunga mātua/ākonga e hiahia nei ki tēnei āhuatanga.



School Inclusiveness

Learners with special education needs are supported to come to school, engage in all school activities and achieve against the key competencies and learning areas of the New Zealand Curriculum and te Maraungatanga o Aotearoa.

Cultural Diversity

Rotorua Girls High School acknowledges and values the cultural diversity of its students and its staff. We seek to enable all students to learn from within the security of their own cultures and their shared world culture. We acknowledge the presence in our community of students from many races and cultures and welcome the enrichment this brings to the school community. We endeavour to move beyond tolerance of difference to understanding and acceptance of other perspectives. While celebrating cultural difference we recognise the need for all students to achieve at the highest level educationally to be able to participate fully as New Zealand citizens in the 21st Century.

In 2014 73% of our roll classified themselves as Māori, 15% as N.Z European and 12% as Continental European, Indian, Chinese, South African, Japanese and Pacific Island.

The school is an equal opportunity employer and provides continual professional development for all staff. The Board is committed to providing the best possible facilities for the teaching and learning environment.

Rotorua Girls High School is committed to the delivery of the New Zealand Curriculum.

The foundations of our curriculum decision making are:

- Innovate through personalised learning
- Engage through powerful partnership
- Inspire through deep challenge and inquiry

Over the next few years more students are expected to complete five years of secondary education. Some students learning may be in a range of venues outside of the school.

- Rotorua Girls High School is continually reviewing the needs of students. We aim to develop more programmes at senior levels to cater for an increasing diversity of students.
- The range of programmes available at each level will be developed with future opportunities for extension and challenge.
- There is a focus on creating an individual pathway for every student to provide academic or vocational success on leaving school.
- Links with whānau / families will play a key role in the development of the all-round students.
- Particular attention will be given to our priority groups (Māori / Pasifika, special needs, low-socioeconomic – “our priority groups”).

Over the next three years Rotorua Girls High School aims to enable every student to achieve personal excellence by:

- Continuously increasing high standards in NCEA Level 1 to 3 pass rates
- Continuously increasing Merit and Excellence Endorsements and NZQA Scholarships



- Requiring participation by every student and increasing achievement in co-curricular endeavours.
- Retain all students for who five years of secondary education is appropriate.
- Identifying and providing appropriate targeted support for our priority groups to provide a programme of individual learning and a vocational pathway when leaving school.
- Implementing strategies to ensure attendance and retention of every student (in particular for our at risk students).
- Many students achieving selection at regional, national and international level.

Ministry Funded Initiatives contributing to achieve these aims include:

- STAR and Gateway Programmes 2009 – 2015
- Trades Academy – Waiairiki Polytechnic
- RGHS Basketball Academy 2015

Building Programmes

In 2014 the Board adopted and commenced delivery of a new 5 – 10 Year Property and Maintenance Plan.

Our Charter documents include:

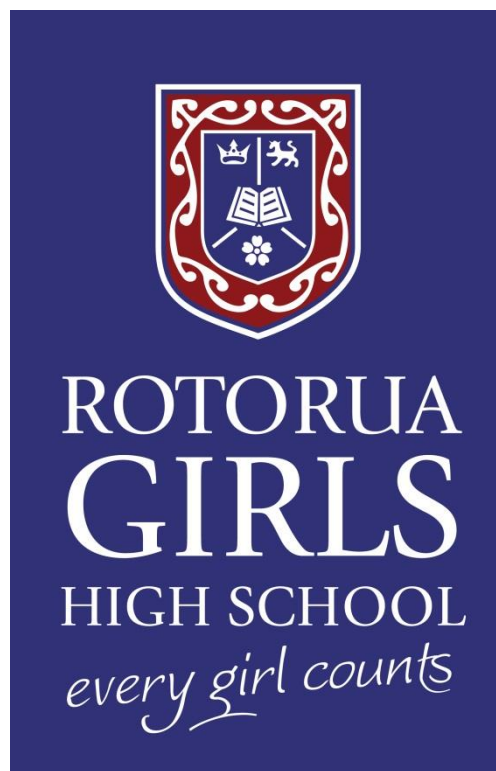
- 2014 Analysis of Variance
- 2015 Strategic Plan
- 2015 Annual Plan
- 2015 Targets



Rotorua Girls' High School

Analysis of Variance 2014

For the year ended 31 December 2014



Analysis of Variance

The Board of Trustees for the past 12 years, has annually reaffirmed that if student achievement is to increase, we must firstly have the students at school (attendance data), secondly, student literacy and numeracy levels must be significantly improved by the end of Year 10 if students are to be realistically focused on NCEA and thirdly students must be encouraged to stay at school (or in education or training) for longer, so that they can ultimately leave with higher qualifications. Our 3 goals reflect this and targets are set higher each year.

Targets for 2014

TARGET 1: TO IMPROVE THE QUALIFICATIONS GAINED BY ALL STUDENTS AT ROTORUA GIRLS HIGH SCHOOL

NCEA – PROVISIONAL RESULTS Roll Based Performance Targets - 2014 AS AT 31 JANUARY 2015

Achievement:

- The percentage of RGHS students who gain the qualification related to their level of secondary study, will exceed the National statistics for comparable schools (i.e. Top Decile 3 Girls) and be no less than 5% below that of the national statistic for all schools in New Zealand.

Roll Based – Statistics

Year Level	RGHS	Feb Catch Ups 22/02/2015	National	Target Met YES/NO	Decile 3	Target Met Compared with National YES/NO	Target Met Compared with Decile 3 Girls
1	78.5%	82%	71.1%	Yes	71.4%	Yes	Yes
2	91.6%	93.4%	74.3%	Yes	84.8%	Yes	Yes
3	60.3%	62%	58.8%	Yes	64%	Yes	No
UE	29.3%	31%	44%	Yes	37.3%	No	No

- Pass rates for NCEA levels 1-2 will show an increase on percentages obtained in 2013. Level 1 to reach 85%, Level 2 to reach 85%, Level 3 to reach 70%.
 - Level 1** target of achieving 85% not met, achieved 82% at this provisional stage after identifying students and working with students and staff to catch the students up before 22 February 2015 to raise the original Level 1 statistic. A further four Level 1 students achieved during this catch up period shifting our percentage from 78.5% to 82%.
 - Level 1** target met by exceeding the Decile 3 schools pass rate by 7.9% and exceeded the National pass rate by 10.9%.
 - Level 2** target met, achieved 93.4%. A further two students passed Level 2 during the catch ups.
 - Level 3** target not met, achieved 62% at this provisional stage after identifying students and working with students and staff to catch the students up before 22 February 2015 to raise the original Level 3 statistic. A further two students passed Level 3 during the catch ups.
 - UE target** not met, achieved 31% at this provisional stage after identifying students and working with students and staff to catch the students up before 22 February 2015 to raise the original Level 3 statistic. A further two students passed University Entrance during the catch ups.
 - This made a total of 8 students who had further NCEA level achievement success.



- The percentage of RGHS students passing Literacy will reach or be above 95%.**
 Target not met, achieved 88.6% at Level 1 this provisional stage, aiming to catch students up before the 22 February 2015. A further 8.2% passed Level 1 Literacy at Year 12 and 5.3% passed Level 1 Literacy in Year 13.
- The percentage of RGHS students passing Numeracy will reach or be above 95%.**
 Target not met, achieved 84.3% at this provisional stage, aiming to catch students up before the 22 February 2015. A further 7.4% passed Level 1 Numeracy at Year 12 and 2.3% passed Level 1 Numeracy at Year 13.
- The number of Māori students achieving 80 credits or more at Level 1 NCEA will increase to 80%, Level 2 (Target 2017 -85%).**
 Target not met Level 1, achieved 73.7% (80%) at this provisional stage, aiming to catch students up before 22 February 2015.
 Target met Level 2, achieved 88.6% (85%) at this provisional stage. Also met the 2017 target of 85% in 2014).
- The number of endorsements Merit and Excellence will reach or be above the Top Decile 3 Girls).**
Target met Level 1, Merit endorsements, at 47.3% as above the National percentage which is 35.7% and above the Decile 3 percentage which is 31.5%. One student gained a Merit endorsement during the February catch ups.
Target not met Level 1, Excellence endorsements, at 10.8% as below the National percentage which is 17.8% and below the Decile 3 percentage which is 13.4%.
Target not met Level 2, Merit endorsements, at 26.5%, as below the National percentage which is 27.3% and Target met for being above the Decile 3 percentage which is 26.2%.
Target not met Level 2, Excellence endorsements at 10% as below the National percentage which is 14.7% and below the Decile 3 percentage which is 11.2%.
Target not met Level 3, Merit endorsements, at 20%, as below the National percentage which is 29.5%, and below the Decile 3 percentage which is 24.1%. One student shifted from a Merit Endorsement to an Excellence endorsement during the February catch ups. Figures have been adjusted to show this.
Target not met Level 3, Excellence endorsements at 10% as below the National percentage which is 12.8% and were above the Excellence percentage for Decile 3 Girls which is 7.2%.
 Overall, we achieved 76 Merit Endorsements and 28 Excellence Endorsements, a total of 104 endorsements, the highest in the school since 2012.
- All Year 11-13 students will complete Learning Plans with either Mentor/Whānau Teacher/Careers Advisor in 2014.**
Target met. All students set academic goals during extended whānau period with their whānau teacher and completed the electronic Careers Profile during this time. This information formed discussion at Academic Planning sessions with whānau teacher, student and parents.
 Young Scholars were involved in an individual Mentoring programme with staff. Students met regularly with their mentors and worked towards their academic and career path goals.
 Year 13 students met with DP Assessment Curriculum to complete common confidential and scholarship applications for Universities and Tertiary study. There were 28 Scholarship applications completed raising a total of \$38,100. They also met with Careers Advisor to complete their 'common confidential' forms.



2014 LEAVERS DATA

ROTORUA GIRLS HIGH SCHOOL
Level Leavers Data 2014 Who Did Not Achieve Level 1, 2 or 3

Number Who Did Not Achieve Level 1 NCEA (Year 11)	Where Did They Go? Level 1 NCEA (Year 11)
28 Students (4) No Formal Attainment (4) 1-13 credits at any level (3) 14-39 credits with Level 1 Literacy and Numeracy at any Level (7) 14-39 credits without Level 1 Literacy and Numeracy at any Level (8) 40+ credits at any level including Level 1 Literacy and Numeracy (2) 40+ credits at any level without Level 1 Literacy and Numeracy	(6) Another School (5) Tertiary (9) Employment (2) Overseas (6) Unknown
(4) 1-13 credits at Level 2	(1) Another School (2) Tertiary (1) Employment
Number Who Did Not Achieve Level 2 NCEA (Year 12)	Where Did They Go? Level 2 NCEA (Year 12)
19 Students (1) No Formal Attainment (1) 1-13 credits at any level (15) 30+ credits at Level 2 or above (2) 40+ credits at any level without Level 1 Literacy and Numeracy	(2) Another School (8) Tertiary (6) Employment (3) Overseas (0) Unknown
Number Who Did Not Achieve Level 3 NCEA (Year 13)	Where Did They Go? Level 3 NCEA (Year 13)
37 Students (2) No formal Attainment (32) 30+ Credits at Level 3 or above (1) 14-39 Credits at any Level without Level 1 Literacy and Numeracy (1) 1-13 Credits at Level 1 (1) 40+ Credits at any Level without Level 1 Literacy and Numeracy	(2) Another School (19) Tertiary (13) Employment (3) Overseas (0) Unknown
(7) Level 3 students left with Level 2 only	(1) Another School (6) Employment
Total of 84 Leavers	



TRAGET 2A: TO IMPROVE THE LITERACY LEVELS OF OUR JUNIOR STUDENTS**Reading Year 9****Beginning 2014**

Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All	4	5	14	20	15	20	4	15	11	18	9		2	
Māori	4	5	13	18	14	17	3	12	10	13	6		1	
PI					1	2				1	1			

Mid Year 2014

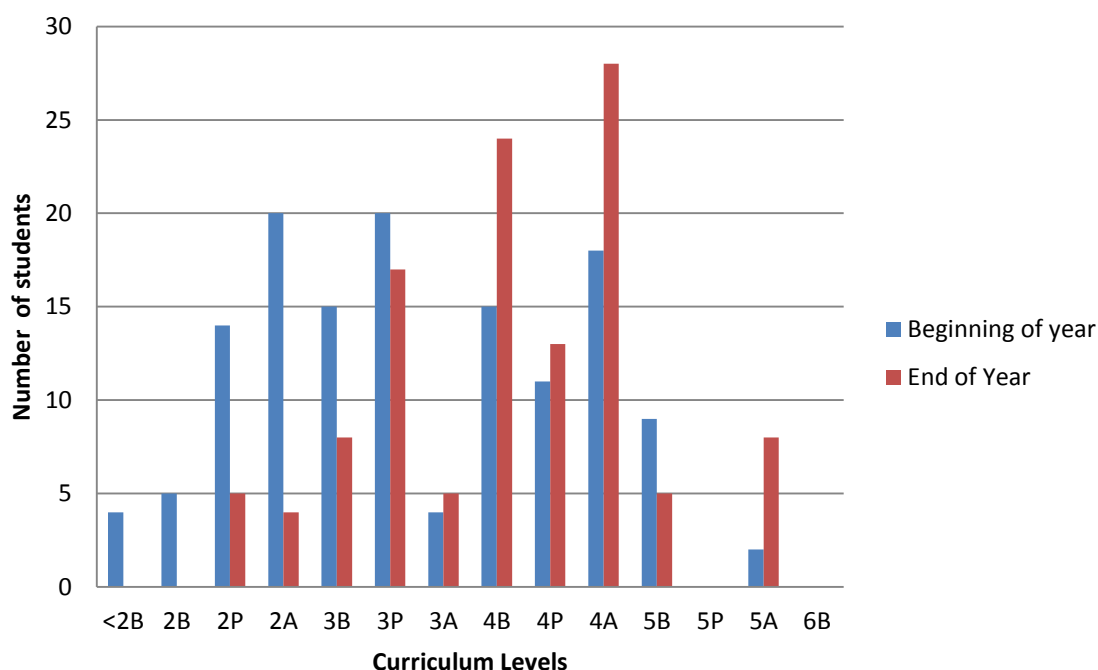
NB: Still have 19 students left to test

Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All	2	1	6	8	12	14	8	14	13	26	9		2	
Māori	2	1	6	8	11	10	7	12	12	16	6		1	
PI						1				1	1			

End Year 2014

NB: Unable to test 20 students due to attendance

Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All			5	4	8	17	5	24	13	28	5	0	8	
Māori			5	4	7	15	4	20	10	22	1		6	
PI								2	1	1	1			

e-asTTle Reading Year 9 Results 2014**Analysis****Year 9**

We can see that significant shifts have been made for students during 2014. We have seen students improve greatly with the number of students at level 2 of the NZC decreasing from 39 to 9. The most important number is that of the students who tested at below level 2 of the NZC, which no longer has any students that were tested in it. Vital shifts have been made moving students from level 3 to level 4 of NZC. End of year testing has hindered by attendance issues.



Reading Year 10**Beginning 2014**

Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All		1	3	7	9	12	11	27	28	19	8	1		
Māori		1	3	5	6	9	8	22	23	13	6			
PI				1	1	1			1	2				

Mid Year 2014

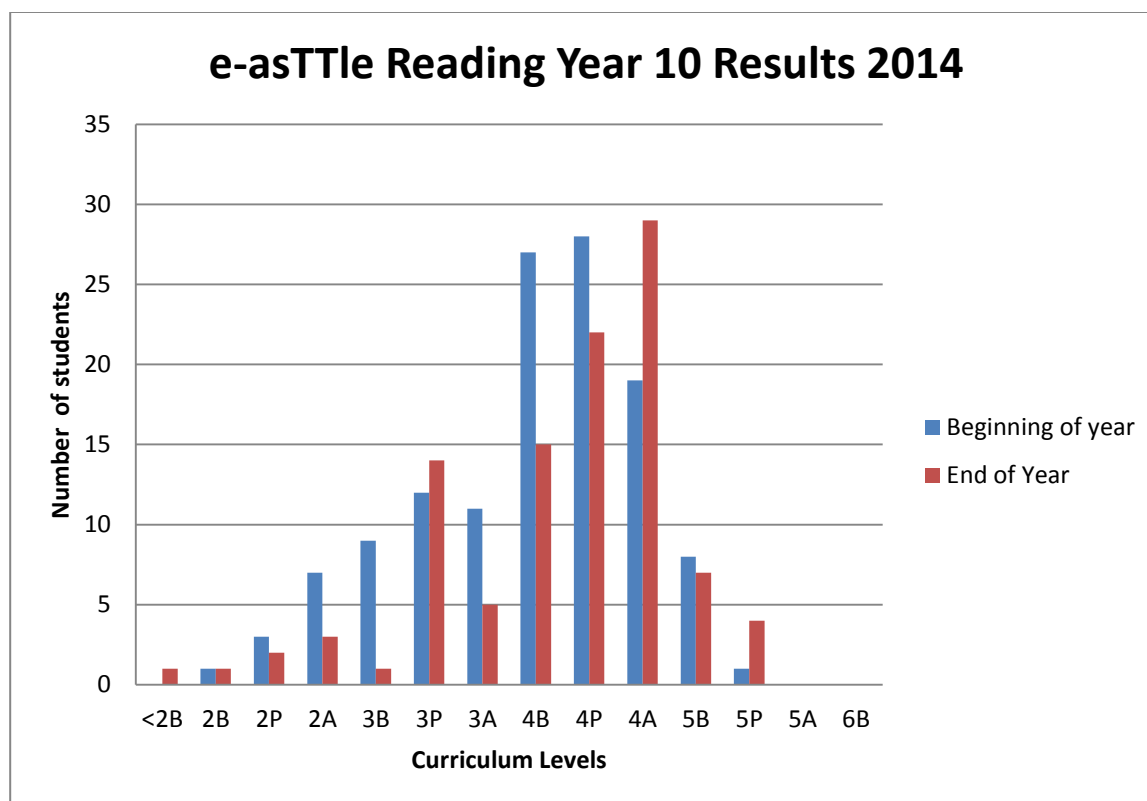
Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All	1	1	2	3	1	14	5	15	22	29	7	4		
Māori	1	1	1	3	1	10	4	14	18	21	5	3		
PI			1					1	1	2				

NB: Still have 28 students to test

End Year 2014

Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All	1	1	2	3	1	14	5	15	22	29	7	4		
Māori	1	1	1	3	1	10	4	14	18	21	5	3		
PI			1					1	1	2				

NB: Unable to test 26 students due to attendance



Analysis

Year 10

We can see that significant shifts have been made for students during 2014. We have seen students improve greatly with the number of students at level 2 of the NZC decrease from 11 to 5 and the number of students at level 3 decreasing from 32 to 10. The most vital shifts has been an increase students who are now at level 5 of the NZC, which have gone from 9 to 13. No currently tested students sit below level two of the NZC. End of year testing has hindered by attendance issues.

Writing Year 9

Beginning 2014

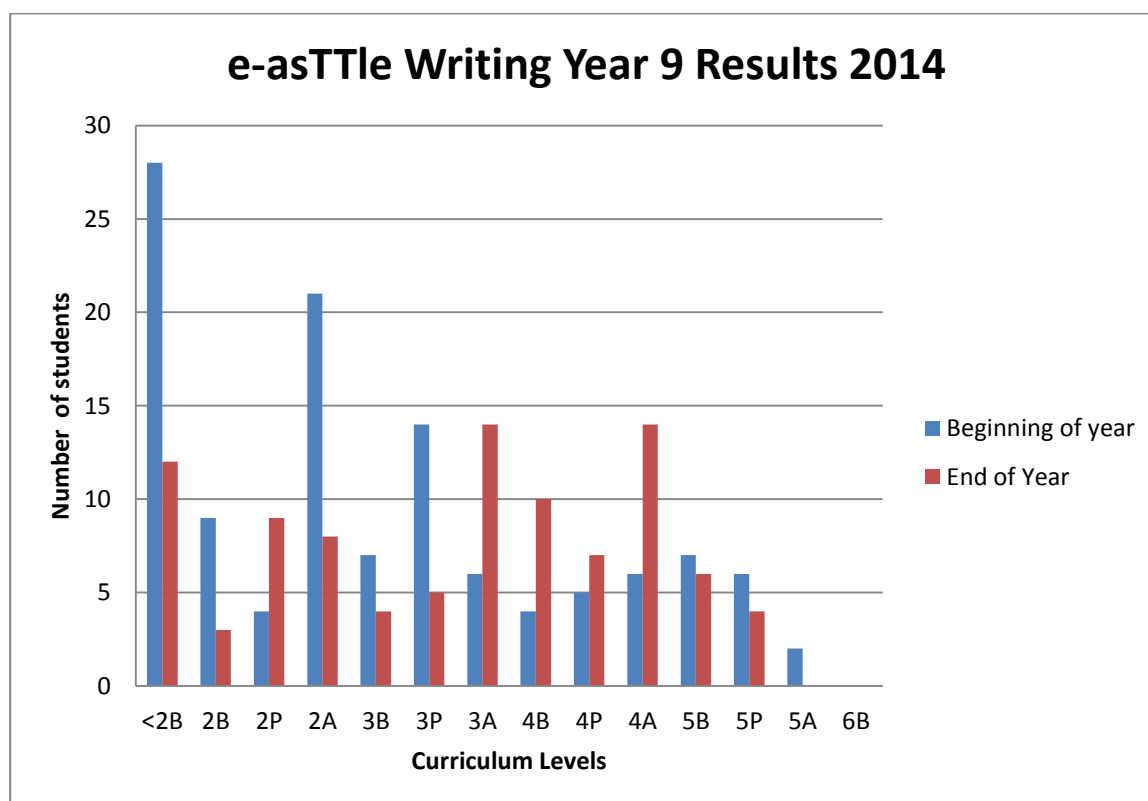
Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All	28	9	4	21	7	14	6	4	5	6	7	6	2	
Māori	26	9	4	12	5	14	4	4	5	5	5	5	1	
PI	1			1						1	1		1	

NB: 10 Students had not sat the writing test

End of 2014

Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All	12	3	9	8	4	5	14	10	7	14	6	4		
Māori	10	2	9	5	3	5	10	8	5	12	4	1		
PI	1				1		1				1	1		

NB: 30 students had not sat the writing test



Analysis

GOAL: To increase student learning outcomes through the effective use of data

Year 9



We can see that significant shifts have been made for students during 2014. We have seen students improve greatly with the number of students at level 2 of the NZC decreasing from 34 to 20. The most important number is the that of the students who tested at below level 2 of the NZC, which had been reduced from 28 to 12 students. Vital shifts have been made moving students from level 3 into the level 4 and above range of NZC seeing the number of students sitting in that range move from 30 to 41 students. End of year testing has hindered by attendance issues.

Writing Year 10

Beginning 2014

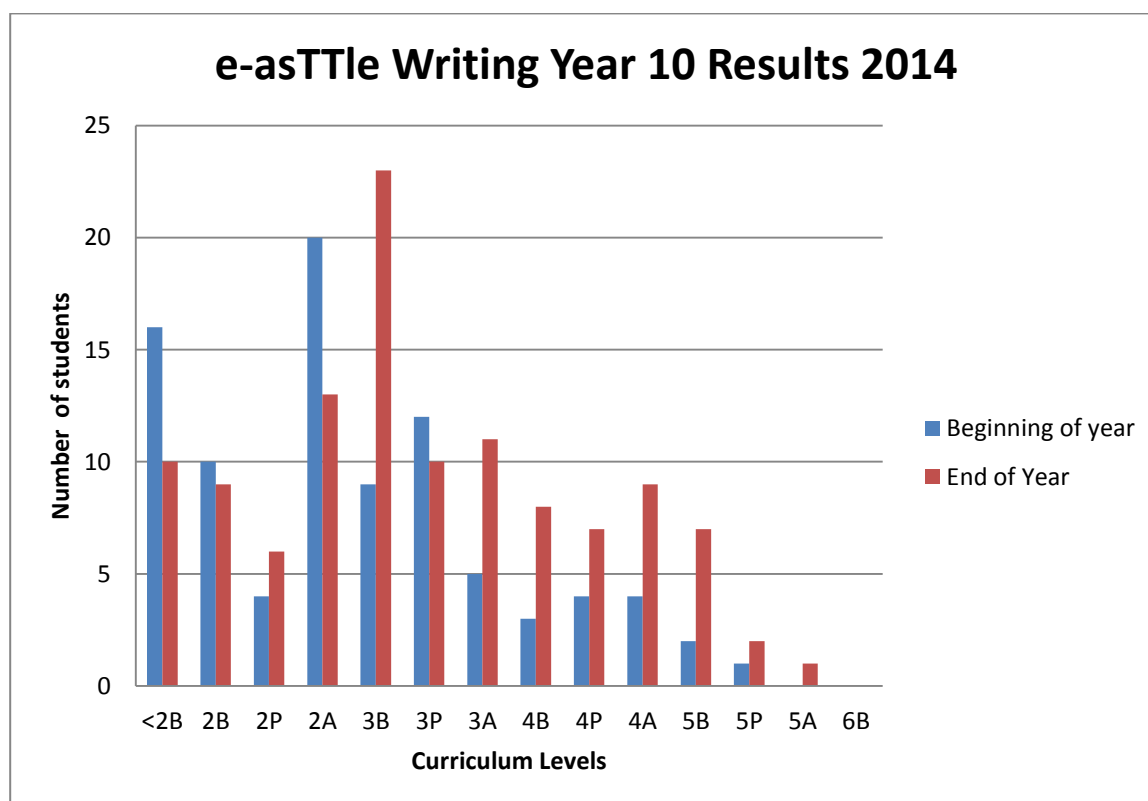
Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All	16	10	4	20	9	12	5	3	4	4	2	1		
Māori	12	8		12	7	9	5	3	4	4	2	1		
PI	1	1	2	2										

NB: 30 students were not tested in writing

End of 2014

Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All	10	9	6	13	23	10	11	8	7	9	7	2	1	
Māori	7	9	2	10	12	7	8	6	6	7	5	1	1	
PI	1		1	1	1	1	1							

NB: 20 students were not tested in writing



Analysis

Year 10

We can see that significant shifts have been made for students during 2014. We have seen students improve greatly with the number of students at level 2 of the NZC decreasing from 34 to 28. The most important number is that of the students who tested at below level 2 of the NZC, which had been reduced from 16 to 10 students. Vital shifts have been made



moving students from level 3 to level 4/5 of NZC seeing the number of students sitting in that range move from 14 to 34 students. End of year testing has hindered by attendance issues.

Focus for 2015:

A continued focus for the school in 2015 is centred around improving student writing levels so that they are prepared for NCEA Level One and above.

TRAGET 2B: TO IMPROVE THE NUMERACY LEVELS OF OUR JUNIOR STUDENTS

The goal was for 90% of students in year 9 and 10 to move up at least two sub-levels of the NZ Curriculum during the year.

Year 9 Beginning of Year (% of students at each sub level)

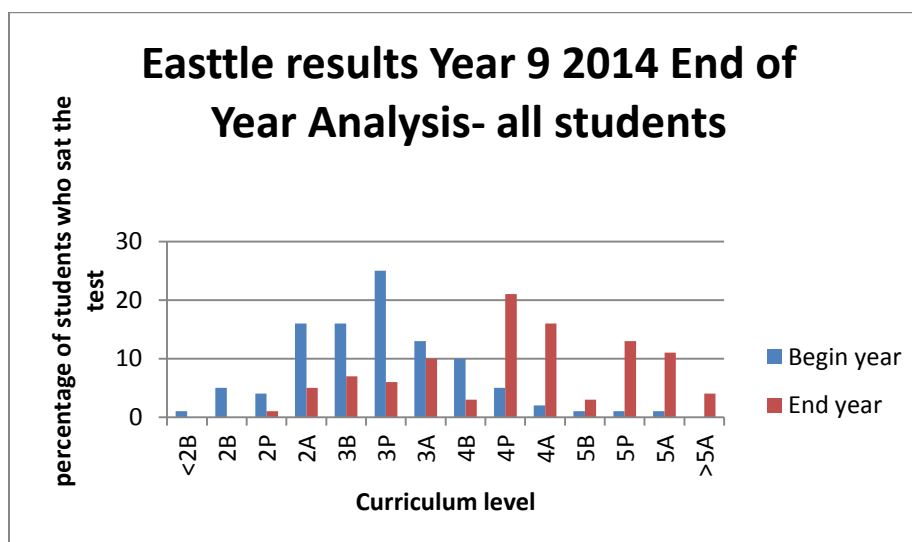
Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All	1	5	4	16	16	25	13	10	5	2	1	1	1	0
Māori	1	6	4	16	19	25	11	7	6	2	1	1	1	0
PI						50		50						

Proportion of year 9: Māori 90%, Pacific Islands 1%, Other 9%

Year 9 End of Year

Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All			1	5	7	6	10	3	21	16	3	13	11	4
Māori			1	6	9	6	12	2	22	14	4	12	8	4
PI				0	0	0	0	0	60	20	0	20	0	0

Proportion of year 9: Māori is 80%, Pacific Islands is 4%



Analysis

By the end of the year the modal curriculum level had gone up by three sub-levels i.e. from 3P to 4P. This was very pleasing. The distribution of levels originally had large numbers below the mode, but by the end of the year there were more girls gaining the higher grades.

At the beginning of the year 20% of girls were working at or above the national standard in numeracy i.e. at curriculum level 4 or above. By the end of the year this figure had increased to 71%.



Year 10 (percentages) Beginning of Year

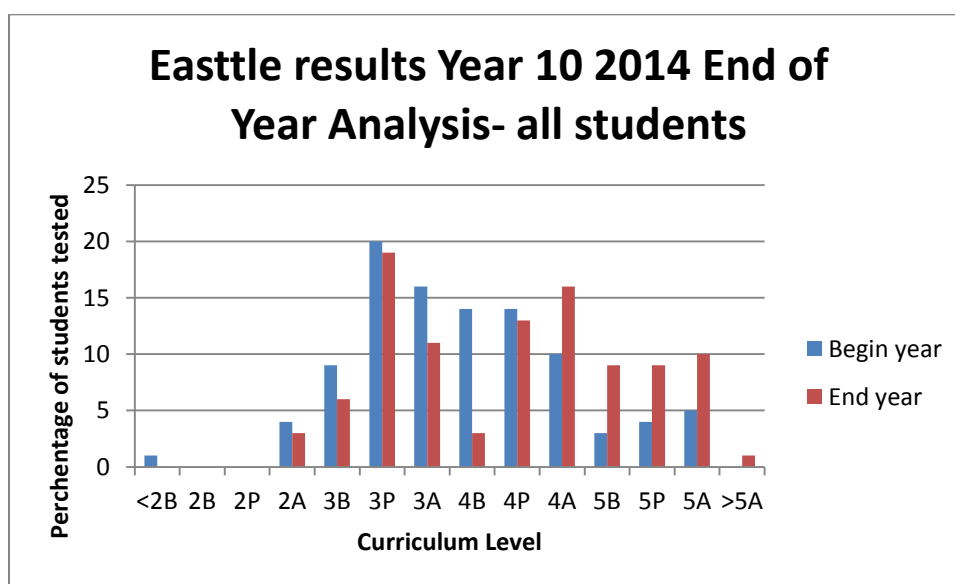
Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All	1	0	0	4	9	20	16	14	14	10	3	4	5	
Māori	0	0	0	4	10	21	17	18	11	10	4	4	5	
PI	0	0	0	0	0	50	25	0	25	0	0	0	0	

Proportion of year 10: Māori = 74%, Pacific Island = 7%

Year 10 (percentages) End of Year

Ethnicity	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	>5A
All	0	0	0	3	6	19	11	3	13	16	9	9	10	1
Māori	0	0	0	4	6	21	13	4	13	15	7	6	9	2
PI	0	0	0	0	25	0	0	0	25	0	0	50	0	0

Proportion of year 10: % Māori = 77%, Pacific Island = 6%

**Analysis**

By the end of the year the modal curriculum level had gone up by four sub-levels i.e. from 3P to 4A. This was very pleasing and well above what is expected nationally (the expectation is that each student should go up by two sub-levels per year). There was a shift from most girls scoring around level 3 and level 4 to a larger number performing at 4P and above. At the beginning of the year 12% of girls were working at or above the national standard in numeracy i.e. at curriculum level 5 or above. By the end of the year this figure had increased to 29%. The results show that whilst the students have accelerated their learning in Mathematics, they are still trying to catch up with expected national norms. The step up from level 4 to level 5 is significant and careful consideration will need to be taken when starting NCEA level 1 courses with these girls in 2015 to ensure sufficient support and scaffolding is given, based on the fact that the majority of mathematical thinking is still at level 4.

TARGET 3: TO IMPROVE THE SCHOOL AVERAGE ATTENDANCE RATE

Target	Outcome	Analysis	Evaluation
Average student attendance in 2014 will be 86%	Average student attendance in 2014 was 86%	TARGET MET	The longer terms do tend to impact on the attendance data and this appeared to be better managed in 2014 as school strategies were developed and shared across Houses to ensure improvement



THE STRATEGIC PLAN

The Strategic Plan is a high level expression of the priorities for Rotorua Girls High School for the period 2015 – 2017. The Strategic Plan guides the Board's aims and purposes so that the Board can allocate resources to the school and monitor the school's overall performance.

The Strategic Plan is supported by an Annual Plan and on the annual budget approved by the Board each year. The Strategic Plan is owned by the Board of Trustees and is adopted by the Board following consultation with stakeholders. Responsibility for implementation of the Strategic Plan rests with the Principal and staff. It is the Board's task to hold the school's management accountable for achievement of the goals described in this plan but the overall responsibility for achieving these goals rests ultimately with the Board.

We will achieve our aims by working on our stated objectives and through identified directions. The Board will measure performance and success by examining the agreed targets and performance indicators.

Our plan describes how we will achieve five strategic priorities.

- (1) All students are engaged in meaningful learning opportunities that develop connected critical thinkers.
- (2) Inclusive and inspirational opportunities have meaning and approved pathways are maximised for all learners
- (3) All students and staff are supported emotionally, spiritually and physically
- (4) Community and Stakeholders are involved with the life of the school
- (5) The Strategic Plan is effectively resourced and implemented.



Rotorua Girls' High School Strategic Plan 2015 - 2017



ROTORUA GIRLS HIGH SCHOOL

OUR VISION

Our Young women are
leaders in the global
Environment

OUR MISSION

To create a connected
culture of Excellence

OUR VALUES

Respect, Resilience,
Integrity, Empathy

OUR PRINCIPLES

The foundations of our curriculum
decision-making are:

- * Innovate through personalised learning
- * Engage through powerful partnership
- * Inspire through deep challenge and inquiry

STRATEGIC PRIORITIES

1

All students are engaged in
meaningful learning opportunities
that develop connected critical thinkers

2

Inclusive and inspirational opportunities
have meaning and approved pathways
are maximised for all learners

3

All students and staff are
supported emotionally,
spiritually and physically

4

Community and Stakeholders
are involved with the life of
the school

5

The Strategic Plan is
effectively resourced
and implemented

Our teacher - student relationships are based on Culturally Responsive and Relational Pedagogy

Where power is **SHARED**, learners have the right to
self-determination.

Where **CULTURE COUNTS**, learners bring who
they are to their learning

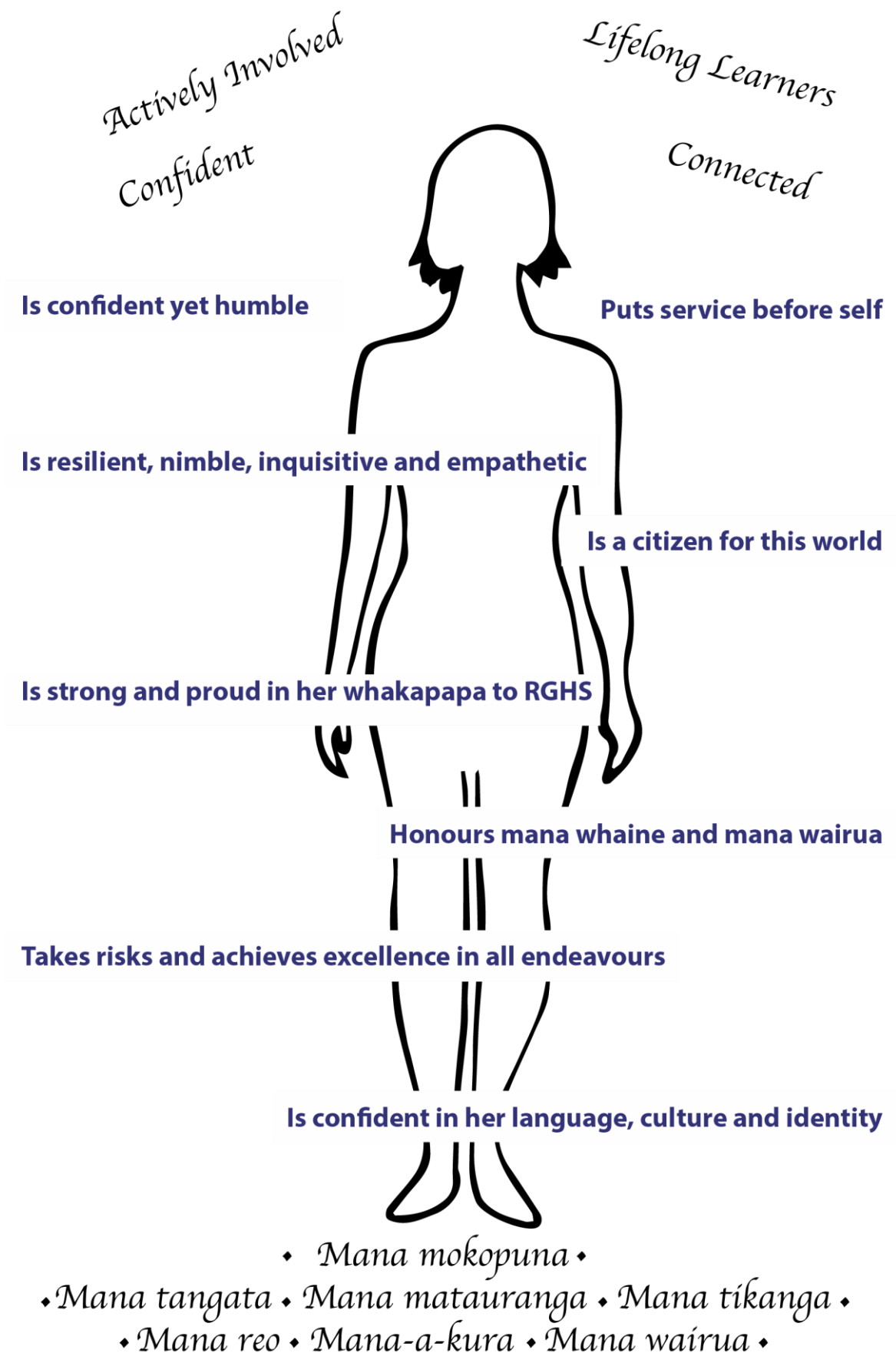
Where learning is **interactive** and **dialogic**

Where **connectedness** and
RELATIONSHIPS are fundamental

Where there is a **COMMON VISION**, there is an
agenda for **EXCELLENCE** for **MAORI**
EDUCATION



RGHS Graduate Profile





Rotorua Girls High School Teacher Profile

- We have **high expectations** for all learners and **differentiate** and **adapt** our practice to meet learners' needs
- We create a **safe and supportive** environment inside and outside the class room to enable learners to **take risks** and find out who they are
- We are constantly focussed on student engagement and achievement and **work with Whānau** as active participants in their student's learning
- We create contexts for learning that excite and engage learners and **affirm their languages, cultures and identities.**
- We **model respectful relationships and the values** we want our girls to leave our school with **Respect, Resilience, Integrity and Empathy.**



Rotorua Girls High School STRATEGIC DIRECTION 2015-2017

THE RGHS GRADUATE

SP1. All students are engaged in meaningful learning opportunities that develop connected critical thinkers.

A whole school culture of Excellence
Kia Tu Rangatira Ai and Kia eke Panuku action plans are implemented
Identification and response to individual needs
Effective and innovative teaching and learning programmes are offered
Improved performance in National Qualifications Framework – Levels 1-3

SP2. Inclusive and inspirational opportunities have meaning and approved pathways are maximised for all learners

Leadership opportunities are created for all akonga (staff and students)
A professional leadership culture and a commitment to culturally responsive and relational pedagogy is implemented and practiced (Effective Teacher Profile)
Review and reflect on the effectiveness of leaders
School-wide practice of Professional Learning Communities and Teaching and learning as inquiry
Staff are equipped to provide support through targeted PD

SP3. All Staff and students are supported emotionally, spiritually and physically.

Staff input into school initiatives is vital
Self-responsibility, professionalism and increasing our leadership capacity are actively promoted in Assemblies and Staff meetings
Students are encouraged and supported to achieve personal excellence
Health and safety of students and staff is paramount
PB4L implemented TEAO
Attendance is monitored and linked to achievement

SP4. Community and stakeholders involved with the life of the school

Enhance relationships with contributing schools and profile in the community.
Communications and partnering with parents and the community
Maori Engagement
Pasifika Engagement
RGHS-Alumni
Principal as Leading Educator
Principal as International Ambassador

SP5. The Strategic Plan is effectively resourced and implemented

Developing quality policies procedures and resources
Attracting and developing the very best staff
Developing the very best facilities

STRATEGIC PRIORITIES 2015-2017

STRATEGIC PRIORITY 1. All Students are engaged in meaningful learning opportunities that develop connected critical thinkers

Objectives	Actions	Who
1.1 Creating a whole school culture of excellence by raising the bar across the four corners stones of Academic, Leadership, Sports and Cultural endeavours.	<p>Excellence is actively promoted by SLT and BOT</p> <p>Year 13 leaders unpack our Vision, our Mission , our values and new Houses. They will provide leadership in vertical whanau classes, assemblies and peer support how they will contribute.</p> <p>Leaders encouraged to SERVE both in school and in the community. Service acknowledged at the end of the year.</p> <p>Excellence is acknowledged and rewarded at Champion Assemblies, School Assemblies, House Assemblies on the Website and in The Bulletin.</p> <p>A cohesive and innovative delivery of the curriculum addresses the needs of all students and fosters personal excellence</p> <p>Role models from wide ranging disciplines personally address students throughout each year</p>	BOT, Leadership Team and all staff, coaches etc
1.2 The principles of Kia Tu Rangatira Ai and Kia eke Panuku are implemented and consistently practised	<p>Positive relationships Teacher – student are based on Culturally Responsive and Relational Pedagogy</p> <p>Where power is SHARED , learners have the right to self –determination</p> <p>Where CULTURE COUNTS, learners bring who they are to their learning</p> <p>Where learning is interactive and dialogic</p> <p>Where CONNECTEDNESS and RELATIONSHIPS are fundamental</p> <p>Where there is a COMMON VISION, there is an agenda for EXCELLENCE for MĀORI EDUCATION</p>	KEP Change Leadership Team, HOFs SLT
1.3 Identification and response to individual needs	<p>Data from contributing schools is actively used to guide teaching programmes for Years 9 .</p> <p>Teachers get to know learners well, attend co construction meetings for Years 9 and 10. Use data to differentiate teaching programmes to suit their needs</p> <p>The needs of Māori students are understood and actively supported in every way.</p> <p>The needs of Pasifika students are understood and supported in every way</p> <p>.</p> <p>Students with special education needs are identified and fully supported to achieve</p>	<p>Contributing schools, HOFs Yr 9 Staff , Enrolment and Literacy Coordinator</p> <p>Deans, Careers Department, HOFs, Teachers</p> <p>KEP Action Plan</p> <p>Pasifika Plan</p> <p>DP-Special Needs, SENCO</p>



1.4 Effective and innovative teaching and learning programmes are offered	<p>High expectations are held for staff and students and their development is supported</p> <p>HOFs/ teachers actively explore innovative and cross curricular programme design and planning</p> <p>The appraisal system is directly related to teacher improvement and underpinned by Teaching as Inquiry approach (teacher as self –reflective practitioner)</p> <p>Professional development is linked to Strategic Priorities, appraisal, staff needs and effectively uses best practice</p>	<p>Leadership Team</p> <p>HOFs</p> <p>MA ,All staff</p> <p>PLC Committee</p>
1.5 Increase the percentage of Merit and Excellences and Merit and Excellence endorsements.	<p>Robust tracking system set up for all levels.</p> <p>All staff are responsible for tracking and mentoring students.</p> <p>Teaching focused on motivating students to achieve Merit and Excellence where appropriate. Encourage students to aim for Merit and Excellence endorsements.</p> <p>Early identification of scholarship students- Year 9 Accelerate Class – mentored and tracked to Year 13.</p>	<p>KR,BD,JM, All Staff</p> <p>SLT, Year Level Deans, HOFs , teachers</p> <p>Year 9 and 10 Accelerate programmes</p> <p>Careers Department-MA</p>
1.6 Improved performance in Year 9 and 10 Reading and Writing levels by enough sub levels to enable students to cope with NCEA Level 1 NCEA	<p>Literacy continues to be a focus and will be based around effective teaching practice and strategies to engage students in learning (and improving attendance):</p> <p>Co construction meetings</p> <p>Pre and post e-asTTle testing</p> <p>Faculty networking of pedagogical practices</p> <p>Cross curricular literacy practice</p>	<p>HOF's, Literacy Coordinator, all teachers</p> <p>RTLB, All Teachers, Years 9 and 10 Deans</p>

STRATEGIC PRIORITY 2. Inclusive and inspirational opportunities have meaning and approved pathways are maximised for all akonga (learners)

Objectives	Actions	Who
2.1 Leadership opportunities are created for all akonga -staff	<p>Encouragement support, guidance and development for staff seeking advancement or leadership responsibility is promoted</p>	<p>Principal SLT HOFs, staff</p>
2.2 Leadership opportunities are created for all akonga-students	<p>All students are provided with opportunities to experience leadership in wide ranging disciplines. New leadership positions are created to utilise students skills and passions- Global Citizenship</p>	<p>SLT Year level Deans</p>
2.3 Students have opportunities to share skills and expertise with staff	<p>TECH HQ students continue to support staff with e-learning</p> <p>Te Reo classes for staff, haka Pohiri and school waiata</p>	
2.4 A professional leadership culture and a commitment to culturally responsive and relational pedagogy is implemented and practiced	<p>All staff are actively encouraged to aim for personal excellence and professionalism at all times.</p> <p>All teachers are cognisant of the research that underpins the importance of identity, language and culture.</p>	<p>SLT KEP Change Leadership Team</p>



(Effective Teacher Profile)	<p>Teachers use Inquiry model to ensure student achievement in FCEA,JCEA and NCEA .</p> <p>Professional development on current school initiatives undertaken by all staff-Kia eke Panuku,PB4L , Literacy , e-learning.</p> <p>Modelling of successful practice is acknowledged at BOT dinner, online communications, TEAO-Affirmation Postcards</p> <p>The specialist classroom teacher actively supports teachers to improve the pedagogy and practice</p> <p>TIC-e-learning/ICT committee promote e-learning goals and upskill staff to use technology to engage our 21st Century Learners</p>	<p>KEP Change Management Team, Specialist Classroom Teacher, RTLB, Literacy coordinator TIC-e-learning</p> <p>KEP Change Management Team, Specialist Classroom Teacher, RTLB,</p> <p>Specialist classroom teacher</p> <p>TIC e learning/ ICT Committee</p>
2.5 School-wide practice of Professional Learning Communities and Teaching and learning as inquiry	<p>PLG's established to implement action plans resulting from teachers' inquiries: Kia eke Panuku, e-Learning, PB4I, Literacy.</p> <p>Teachers analyse data-5,3,1- and carry out their own inquiry into improving their personal teaching and learning.</p> <p>Up to date professional reading material will be made available to staff</p> <p>Staff will be familiar with current educational theory and practice</p> <p>Formative assessment is integral</p>	<p>PL Committee KEP Change Management Team KW,KR,RL</p> <p>All staff</p> <p>SLT PLC</p> <p>SLT PLC</p> <p>All Teachers</p>
2.4 Staff are supported with targeted PD	<p>Targeted PD is supported-Classroom management. culturally responsive and relational pedagogy, NCEA.</p> <p>Best Practice teaching strategies shared during briefing and staff meetings</p> <p>Effective teacher profile explored and implemented with teachers through PD groups and Faculty PD</p>	<p>SLT,HOF's , KEP</p> <p>Principal KEP facilitator</p> <p>KEP change leadership Team</p>



STRATEGIC PRIORITY 3. All Staff and students are supported emotionally , spiritually and physically.

Objectives	Action	Who
3.1 Staff input into school initiatives is vital	<p>A range of voices are heard throughout the school</p> <p>All staff can articulate the school's direction and how they contribute to this</p> <p>Staff are consulted and feel part of decision making and leadership of the school</p> <p>Online surveys will be used for PLG's and for new initiatives explored</p>	<p>Principal/Leadership Team, All Staff</p> <p>All staff</p> <p>Principal/SLT</p> <p>PL Community</p>
3.2 Self-responsibility, professionalism and increasing our leadership capacity are actively promoted in Assemblies and Staff meetings	Potential leaders are identified and encouraged to develop necessary skills through PD	Leadership Team/HOFS
3.3 Students are encouraged and supported to achieve personal excellence	<p>Students are expected to complete Year 13- all students receive individual guidance on Academic Planning- All students set SMART Goals.</p> <p>New student leadership process implemented- leaders are encouraged to Ka Hikitia and to leave a legacy.</p> <p>Students have access to information and personnel to discuss and plan career and learning pathways</p> <p>Provision of social support (peer support, Student Council, Pastoral and guidance network, Attendance Advisor Vertical house system support</p>	<p>SLT Year level Dean</p> <p>Principal Deans</p> <p>Careers Subject Teachers Whānau Teachers</p> <p>(Whānau tutors, Peer mentors, SLT, Year Level Deans</p>
3.4 Health and safety of students and staff is paramount	<p>The school wide Behaviour Management Plan is reviewed discussed consistently used and understood by all staff and students</p> <p>Teacher support structures are known and in place</p> <p>Classroom rules and procedures are established at the start of the year</p> <p>Core values of the school are promoted- Respect, Resilience, Integrity and Empathy</p> <p>PB4L Action plan implemented including the promotion of TEAO Learning Values and rewards for both staff and students</p> <p>The willingness to learn Engaging to Achieve Always shows Respect Offers to Serve</p>	<p>SLT MH- Year Level Deans</p> <p>SLT</p> <p>Year level Deans MH/KR-Year level Deans</p> <p>SLT KR-PB4L Team</p> <p>SLT KR-PB4L Team</p>
3.6 Attendance is monitored and	Target for 2015 87% (86%)	MH-Deans



linked to achievement	Action plan with strategies such as Acknowledgement in Bulletin, affirmation TEAO cards (PB4L), Mayors Awards - used to motivate attendance. Inter-house competition-	
STRATEGIC PRIORITY 4. Community and stakeholders involved with the life of the school		
Objectives	Actions	Who
4.1 Enhance relationships with contributing schools and profile in the community	Invitations to for contributing school leaders to attend special assemblies-Prefects investiture, Academic Excellence, Prefects lunch. Conversations regarding implementing learning focused visits by contributing school RIS- Science.	SLT, HOFs, Enrolment co-ordinator
4.2 Communications and partnering with parents and the community	Globally emailed contact with parents: Bulletins, notification of absences, reports, school AP, establish a Parent Forum Parents with expertise work with students (Gateway register)	SLT, HOFs, Whānau Teachers, BOT, Parent Forum MA, Gateway.
4.3 Māori Presence,Engagement.Achievement	Implement Kia Tu Rangatira Ai and KEP-Action Plans	MA,MH
4.4 Pasifika Presence, Engagement, Achievement	Implement Pasifika Action Plan	MT,KR
4.5 RGHS-Alumni	Appoint an Alumni co-ordinator to manage a data base of former students and keep Alumni informed via Facebook and the school website Alumni invited to speak to interested students about their learning journey and career pathway.	Careers Team Alumni Co-ordinator
4.6 Principal as Leading Educator	The Principal actively engages in both local and international school communities as the RGHS Ambassador –speaking, visiting and /or supporting key events	Principal
4.7 Principal as International Ambassador	The Principal actively engages with international agents and communities in China, Brazil , Austria, and Japan The Principal represents the school at relevant events internationally	Principal BOT Principal



STRATEGIC PRIORITY 5. The Strategic Plan is effectively resourced and implemented		
Objective	Actions	Who
5.1 Quality policies procedures and resources	Policies and procedures provide transparency and clarity in human and general resource management	BOT , Principal
	Policies and procedures are BOT and Leadership Team BOT and Leadership Team kept updated, follow best practice, support and promote learning	BOT, Principal
	The Board, through the Principal, is a fair and reasonable employer	Principal
5.2 Quality student services and support	Services for students are high quality and fully support their learning and their needs	Leadership team, Deans, Careers
5.3 Quality facilities	Upgrade of ICT and e-learning capability in 2015	BOT, Principal
	Maintenance of existing facilities as per the 2014 5YP and 10YP.	Property Mgt



Rotorua Girls' High School

Annual Plan 2015



STRATEGIC PRIORITY 1. All students are engaged in meaningful learning opportunities that develop connected critical thinkers

WHEN	EXPECTED OUTCOMES	WHO
Term 1- ongoing	Implement new Strategic Overview, Mission Statement, Vision, Values and student “graduate profile.” Academic and personal excellence is encouraged. Students take pride in themselves and in their school. Staff motivate and challenge students to excel. Review graduation system to include extra-curricular activities , service , Key Competencies, school values, PB4L and Restorative Justice, extra-curricular activities and Service, Introduce a school-wide reward system that involves all staff and acknowledges students who demonstrate our TE AO values.	Whānau Teachers, Year level Deans, HOFs, Subject teachers, SLT Whānau Teachers, Year level Deans, HOFs, Subject teachers, SLT
Bi monthly	The BULLETIN features academic and all round excellence	Principal/SLT/DPs/Deans
Ongoing	Promote academic and all round excellence at Champion, School, House, Year Level Assemblies	Principal/SLT/DPs/Deans
Ongoing	Faculties acknowledge academic excellence	HOFs
As set in the year planner	Academic and personal excellence are actively promoted at scheduled Open Days and Information Evenings	Principal/SLT/HOFs
As set in the year planner	Academic and personal excellence are actively promoted at parent/ teacher/student interviews	All staff
Ongoing	Scholarship pathways created by HOFs for very able students	HOFs/Principal/ KR/ Year 13/ Year level Deans/Careers
Ongoing	I.E.P.s for students underachieving	KR/ SENCO/ HOFs/Deans/
Ongoing	Catch Committee targeted international orientation, induction and support promote excellence	Principal, HOFs, Deans, SLT



1.2 The principles of Kia Tu Rangatira Ai and Kia eke Panuku are implemented and consistently practised

WHEN	EXPECTED OUTCOMES	WHO
Term 1-ongoing	Exercising responsibilities and obligations under the Treaty of Waitangi	Principal/SLT/HOF Marautanga/HOFs
Term 1-ongoing	Curriculum planning -schemes fulfil obligations under Treaty cross curricular links adhere to N.Z.C	KR/HOFS
Term 1-ongoing	Careful tracking of students- Achievement Plans- kia eke Panuku and Pasifika plan implemented for Māori and Pasifika students.	MA-KEP DP Curriculum Pasifika DP-Pastoral Māori
On-going November	Students at risk of not achieving early in the year are identified and lists given to subject teachers and whānau teachers, undertake appropriate interventions/ Academic Counselling Personalised programmes developed in consultation with student and parent/caregiver-	DP Curriculum to co-ordinate and monitor plan Subject Teacher DP Curriculum Pasifika DP-Pastoral Māori
Term 1	One of the expectations to be established with students is that they will be adopting a personal goal to achieve 80% of all of their assessments Evidence collated and presented to staff Lists of pupils given to staff	DP-Pastoral Māori
Term 1- ongoing	Teachers receive professional support to enable them to interpret and use the data analysis effectively.	HOF Eng/HOF Maths/RTLB
Term 1 –week 9- ongoing	A consistent and wide spread monitoring system to raise student achievement at levels Years 11-13 is developed . SLT has an overview of predicted and actual results , tracking and mentoring implemented by Deans, HOFs, the classroom teacher and whānau teacher.	KR/BD/JM-Years 11-13
Term 1-week 6-ongoing	Years 9 and 10 tracking system implemented with the goal of 90% pass rate of students in FCEA and JCEA. Co-construction Year 9 and 10 meetings include the implementation of deliberate interventions at every level to support students to ensure responsibility and accountability for their learning and success.	KW Principal/RTLB/ All Years 9-10 Teachers
Ongoing	All students will monitor their progress in the junior school in relation to acquiring the FCEA/JCEA. Teachers will report regularly on attainment of assessment of FCEA/JCEA credits and opportunities will be offered for students to CATCH UP- Where they have not achieved	HoFs Years 9-10 subject teachers Students
ongoing	Teachers use data as the basis of their Teaching as inquiry Evidence observed in classrooms of Teachers using strategies from Kia Tu Rangatira Ai, Kia eke Panuku Pasifika Plan	Kia eke Panuke Change leadership team All staff DP-Māori Pastoral DP -Pasifika



Ongoing	All faculties focus on Presence, Engagement and Achievement. Faculties set specific achievement targets for cohorts of Māori students identified as needing support- focus on goal setting and data tracking Improved embedding of TeAo Māori /Te Reo me ona Tikanga in curriculum area planning and units of work through inclusion of concepts and cultural identity 7.Faculties self-review targets and report on Māori achievement	Kia eke Panuku facilitator SLT HOFs Teachers All Teachers
Ongoing	Study support through tutorials. Establishment of Tuakana/Teina roles Intra-school mentoring- Nga kete o Te Wananga Support students and Whānau Student voice-mentoring fosters Academic Planning/goal setting/ career pathways/opportunities	DP-Māori Pastoral Whānau and Subject Teachers
Ongoing	The use of Te Reo in staff meetings every Monday (Kupu Hou). PL offered during lunchtime sessions in Te Reo for teachers. All new staff taught school waiata and haka pohiri.	SLT/ Te Marau tanga faculty
Ongoing	NCEA students will complete and keep up a planner of achievement data across all their subjects; this will be supported and monitored by Whānau teacher, subject teachers and Senior Deans.	Whānau teacher, Subject teacher and Senior Deans
Each Term	HOFs will meet each term with Junior and Senior Deans to share information and interventions will be discussed and strategies trialled. Trial project with (Teacher volunteer mentors) to track, mentor and provide support with minimum 10 Year 10, 11 and 12 students . Focus on Presence, Engagement and Achievement.	HOFs

1.3 Targeting individual learning needs: academic and pastoral

WHEN	EXPECTED OUTCOMES	WHO
When e-asTTle testing has been completed	<p>Co- construction meetings- Use data to inform consistent practices, deliberate strategies and programmes meeting the individual needs of every student. Teachers develop a data culture – data is recognised as a necessary influence on informing practice. Incorporate walkthroughs as a regular and effective means of improving teaching and learning Regular visits to all classrooms aim for 2 visits per term. Regularly check folders and observation notes once per term plus liaise with supervising teachers Share feedback with SLT and with staff</p> <p>Teaching as Inquiry model after each topic assessment students that have not achieved will be identified and teachers will assess the needs of those students and identify appropriate strategies to assist in future student achievement. Break down the process and facilitate shared understanding of each step Set specific timeline for completion of each step Staff are use these key questions in their inquiry process to personalise learning 1.What is the data/evidence for our students? 2.What does the data/ evidence mean?</p>	<p>Led by RTLB/ Principal/ Deans/Teachers</p> <p>SLT/Kia eke Panuku HOFs/Teachers</p>



	3.How am I using that data/evidence in my classroom to personalise learning?	
Ongoing	Provide specific support to students with special/behavioural needs, or at risk of failing to enable them to fully engage in learning. Evidence of consistent use of systems used by all staff related to PB4I. Contact with the home.	RTLb,Deans/Teachers KR/PB4L Committee Subject teachers, Whānau teachers, Year Level Deans, Career adviser, Guidance. Individual interviews, monitor target group

1.4 Effective and innovative teaching and learning programmes are offered.		
When	EXPECTED OUTCOMES	WHO
Appraisal Connector Whānau time Academic Planning x 3 meetings Annually	Curriculum, planning and appraisal include a reflective dimension to improve pedagogy Students set goals and reflect on personal progress in all academic and school pursuits (Academic Planning meetings) Reporting to the Principal and BOT includes a self- reflective dimension	SLT,HOFs /teacher Whānau teachers Principal/DPs
Ongoing	BYOD Plan implemented in Years 9 and 10. e- learning capability of staff developed to ensure all teachers can confidently and competently use new technologies to enhance learning for the future.	TIC e-learning All Staff
Ongoing	Share our IT/ e learning capability, expertise and resources with our contributing intermediate and primary schools as participants in Excel Rotorua Project	TIC e-learning ICT committee Tech HQ-students
Ongoing	HOFs and Teachers meet regularly to discuss the progress being made with the implementation of BYOD best teaching practices.	HOFs All Teachers



Term 2	<p>Term two 2015 has an e-learning focus with teachers selecting an e-learning goal. This should be relevant to their teaching , planning or assessment practice and chosen individually to develop skills. Support for this will be implemented throughout the year with tutorials in the use of KAMAR, Edmodo, flip teaching.</p> <p>E-asTTle</p> <p>Full staff professional development in the interpretation and use of e-asTTle data to inform planning/ teaching and learning.</p> <p>Review of programmes/student outcomes following the use of data from e-asTTLE</p> <p>Edmodo-online learning page</p> <p>Trial this forum for the sharing of programmes and resources with students and to foster student discussion. Students can post on the page to develop ideas and discussion based on curriculum delivered by teacher. They can self manage their learning through the access to assessment information.</p>	KR,MT,ICT committee
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1.5.1 Self –reflection to improve practice

WHEN	EXPECTED OUTCOMES	WHO
Appraisal Connector	Curriculum, planning and appraisal include a reflective dimension to improve pedagogy	SLT,HOFs /teacher Whānau teachers
Whānau time	Students set goals and reflect on personal progress in all academic and school pursuits (Academic Planning meetings)	
Academic Planning x 3meetings		
Annually	Reporting to the Principal and BOT includes a self- reflective dimension	Principal/DPs

1.5.2 Professionalism and the highest standards of pedagogy

WHEN	EXPECTED OUTCOMES	WHO
ongoing	Teaching as Inquiry model embedded with staff, share examples of what evidence they have collected.	SLT/HOFs/Teachers/ DP's
ongoing	Teachers continue to read professional literature and undergo professional development that increases their knowledge of using evidence to improve teaching and learning.	
ongoing	Teachers work together to present faculty -based professional development on the use of evidence to improve teaching and learning.	DPs/Principal/SLT/M A/RL/KW PLC, All staff
ongoing	<p>Teachers implement teaching strategies that make use of evidence to improve student learning.</p> <p>Planning through teaching as inquiry is evident</p> <p>Build leadership capacity through 'open to learning conversations' PLD</p> <p>focus on improving procedures, pedagogy and professional relationships with staff</p> <p>PLGs provide valuable focus on Kia eke Panuku, e-learning, PB4L, Literacy, Scholarship preparedness.</p> <p>There is a focus on goal setting to improve pedagogy throughout the school</p>	All staff SLT/HOFs



2.1.1 Leadership capacity is developed in students and staff

WHEN	EXPECTED OUTCOMES	WHO
SLT meetings	Extended the leadership team lens Focus on Strategy General matters supporting school progress Professional reading and leadership articles are regularly circulated	Principal
HOF meetings	Curriculum Leadership Lens- Charter Target Checklist Student Leadership Lens-Leaders voice at Year 13 Camp : Mission, Vision, Values, Graduate Profile, TEAO- learning Values	Principal SLT/ HOFs
Year 13 Leaders Camp		
Ongoing	Self-responsibility , professionalism and increasing our leadership capacity promoted in House Assemblies and staff briefings Potential leaders are identified and encouraged to develop necessary skills through PD.	Principal Year 13 students SLT/HOFs

2.1.2 Career development and progression is encouraged for staff

WHEN	EXPECTED OUTCOME	WHO
Fixed term and permanent vacancies when leadership opportunities exist	Opportunities for advancement are advertised and promoted in a transparent and timely manner Leadership opportunities for staff and students are promoted with accessible and transparent information about these. New staff are allocated 'buddies' Maintain a database of extra involvement of staff – compiled by Sports Co-ordinator Induction Programme provided for new staff A 2-year programme for Year one and two, PRT and STC teachers leading to Registration and practicing certificates Employ support for professional guidance Ensure Performance Management Appraisals are carried out (Buddies, HOFs) Review fixed-term Management Unit and MMA allocations Acknowledge individual achievements of staff Ensure staff have registration	Principal SLT Deans, Whānau Teachers Sport's Coordinator MA MA PLC SCT- MA Principal/DP's Principal/MA



2.1.3 Staff input into whole school initiatives is vital

WHEN	EXPECTED OUTCOME	WHO
Each Term	A range of voices are heard throughout the school	Focus groups and committees
Annually in October	Staff are consulted and feel part of decision making and leadership of school.	Principal/SLT
Annually in October	Online surveys will be used for PLGs and for new initiatives explored	

3.1.1 Community Engagement

WHEN	EXPECTED OUTCOME	WHO
ongoing	<p>Strengthen home school partnership</p> <p>Increase opportunities or access to school communications or formal contact points.</p> <p>Whānau Teachers make contact with all students parents/caregivers.</p> <p>Faculties have the needs of Māori students in their planning.</p> <p>Faculties have the needs of Pasifika students in their planning.</p> <p>All parents feel welcome at school events and understand the importance of their daughter's learning journey.</p> <p>Regular communication with Whānau/families Calendar of events</p> <p>On line and accessible through App at Whānau Hui and Pasifika Fono</p> <p>Study support through tutorials advertised in the Bulletin and on Website</p> <p>Monitor and evaluate roll patterns and trends with view to increasing roll</p> <p>Benchmarking Audit</p> <p>Contributing school's data, current partnerships, home-school partnership, marketing etc</p> <p>Create action plan</p> <p>Dialogue with contributing schools and other partners</p> <p>Create strategies to build links and increase our roll</p> <p>Evaluation of Open Day/Night</p> <p>Shared teaching options with contributing schools-curriculum specialists</p> <p>RGHS- One of the Lead Schools for E-learning EXCEL</p>	<p>Mentors</p> <p>SLT /Principal</p> <p>HOFs</p> <p>Whānau Teachers</p> <p>Principal</p> <p>SLT/Deans/HOFs</p> <p>All staff</p> <p>SLT</p>

Operational Quality

WHEN	EXPECTED OUTCOME	WHO
Ongoing	<p>Regularly review and update procedural policies</p> <p>Strategic direction of the school is documented and in a timely manner</p> <p>Review and update all procedural policies according to self-review schedule</p> <p>Ensure BOT Policy implementation</p> <p>Continue cycle of self-review</p> <p>Principal's/BOT Annual Report</p> <p>QAD file</p> <p>SLT and staff involved in Policy writing/review; staff</p>	BOT, Principal, SLT, Staff



Ongoing	awareness of Policies; all Policies available on website. Report to BOT, SLT, HOFs Report tabled Community consultation- Survey parent / community annually Quality Assurance Document	BOT, Principal, SLT, Staff
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4.1.1 Quality Resource Management: Human Resources

WHEN	EXPECTED OUTCOME	WHO
Vacancies Annually	Transparent and quality HR processes are employed in every aspect of recruitment appraisal and PD	Principal
	Professional Development is closely linked to the Strategic Plan, school values, aims and appraisal	SLT/Principal
Where relevant	The Employee Assistance Programme is promoted Exit Interviews or discussion will be conducted by Principal/DP	Principal

4.1.2 Quality Resource Management: Financial ,Property

WHEN	EXPECTED OUTCOME	WHO
Financial	Ensure and maintain sound financial management Ensure all financial activities are according to budget Departmental Heads and Principal receive monthly reports on state of finances Seek financial support for programmes from the MOE and other providers HoFs present subject budgets to Principal Special/Co-Curricular programme budgets Budgets will be met Monthly Reports Milestone Reports; applications made Database Governance manual Quality Assurance Document Asset Register is kept by Executive Officer	Property Manager Principal Property Manager HOFs Executive Officer
Safe environment	Maintain and monitor a Hazards Register Identify, isolate and minimize known hazards Health and safety committee audit The use of all teaching spaces will be reviewed The above review will inform a plan of any future refits required to maximise spaces Complete gas heating project	Health and Safety Committee



Rotorua Girls' High School Performance Targets 2015



Targets for 2015

LITERACY

1. **Reading and Writing** - Shift Year 9 and 10 Reading and Writing levels by enough sub levels to enable students to cope with NCEA level 1.

NUMERACY

2. The goal is for 90% of students in year 9 and 10 to move up at least two sub-levels of the NZ Curriculum during the year.

NCEA

3. Increase the percentage of students achieving NCEA .
 Level 1- 85%
 Level 2 > 85%
 Level 3 - 70%
 UE- 70%

MERIT and EXCELLENCES

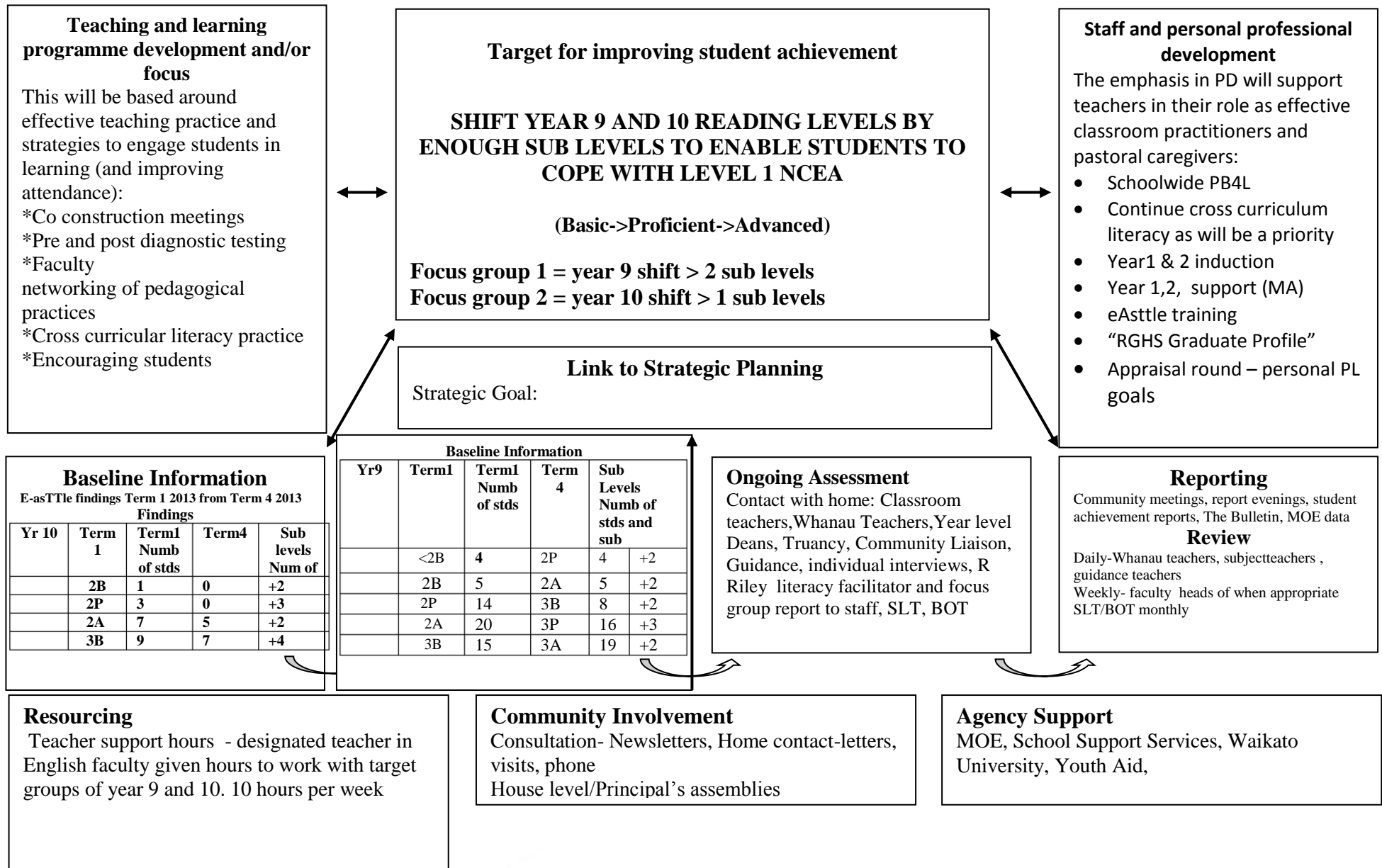
4. Increase the percentage of Merit and Excellences at both subject level and certificate endorsement level in NCEA Levels 1-3 to meet National and Decile 3 comparable schools.

ATTENDANCE

5. The average student attendance in 2015 will be 87%



ACHIEVEMENT TARGET 1 FOR ROTORUA GIRLS HIGH SCHOOL - Year 2015



Year 9 – Reading (Average for Cohort 4B)

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
Total	7		2	2	2	19	11	18	20	14	2	2		
Maori	3		2	2	2	13	9	13	16	12	1	1		
Pasifika	2					5								
Desired outcomes for students sitting at level	2A		3B	3P	3A	4B	4P	4A	5B	5B	5A	5A		

Year 9 – Writing (Average for Cohort 3B)

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
Total	10	3	5	14	4	11	6	10	14	6	3	1		
Maori	7	2	3	12	1	10	5	7	9	6	1	1		
Pasifika	1			1	1	1			1		1			
Desired outcomes for students sitting at level	2A	2A	3B	3P	3A	4B	4P	4A	5B	5B	5A	5A		

Desired Outcomes: At year 9 we would like to see all students shift by at least 2 sub levels.

Deliberate Strategies: To achieve this goal there is a school wide focus on writing, specifically on paragraph and essay writing, data analysis and co-construction meetings.



Year 10 – Reading (Average for Cohort 4A)

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
Total	8					6	3	6	12	41	16	14	6	1
Maori	7					6	1	4	11	35	10	9	2	1
Pasifika									1	2	1		1	
Desired outcomes for students sitting at level	3B					4P	4A	5B	5P	5A	6B	6B	6B	6P

Year 10 – Writing (Average for Cohort 3P)

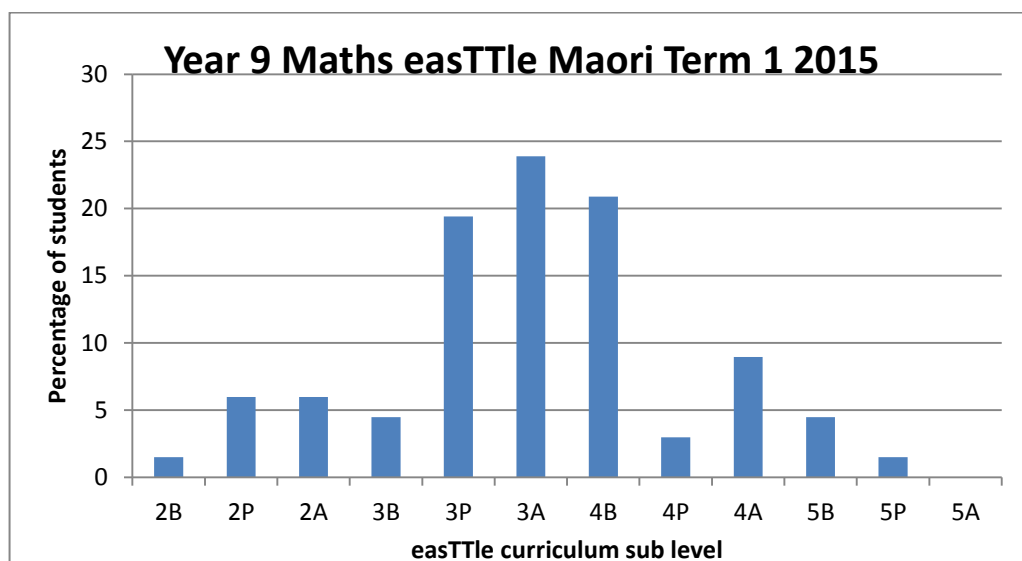
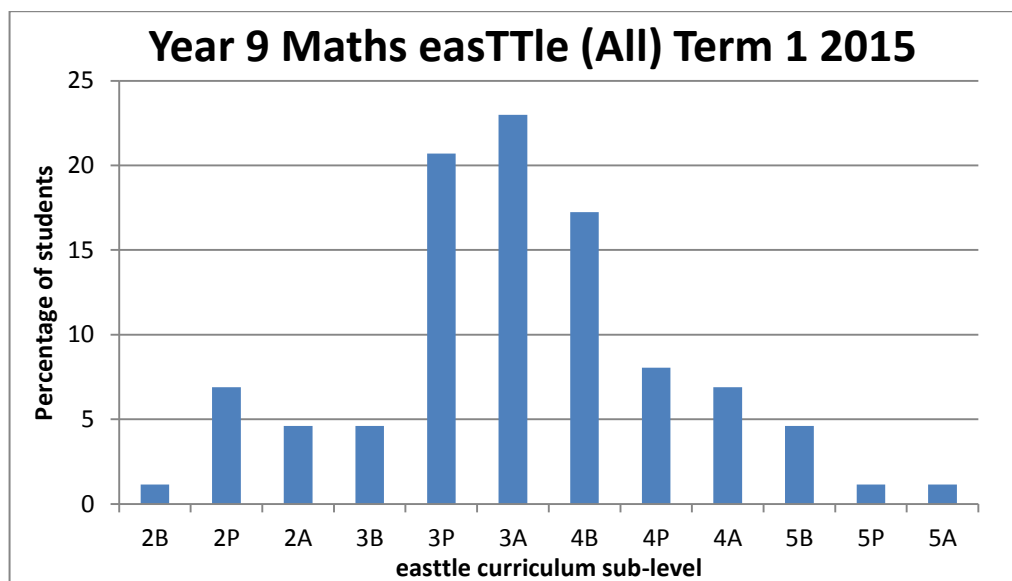
Desired Outcomes: At year 10 we would like to see all students shift by at least 1 level.

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
Total	13	4	6	13	2	15	15	18	12	7	9	3	2	
Maori	11	3	5	9	2	12	10	14	10	5	8	3	1	
Pasifika	1		1			1				2				
Desired outcomes for students sitting at level	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6B	6B	

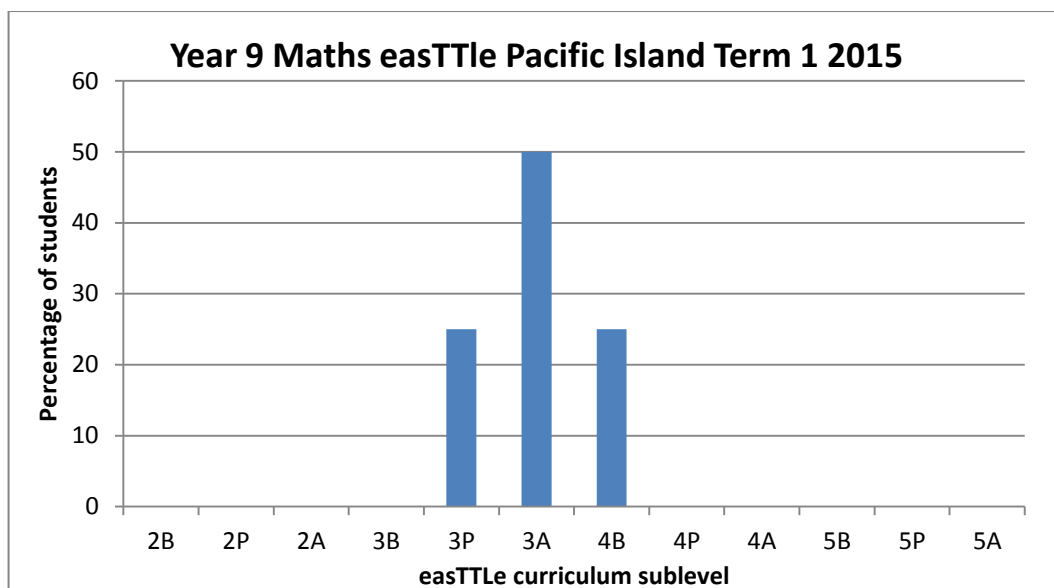
Deliberate Strategies: To achieve this goal there is a school wide focus on writing, specifically on paragraph and essay writing, data analysis and co-construction meetings.



Numeracy Goals- The goal is for 90% of students in year 9 and 10 to move up at least two sublevels of the NZ Curriculum

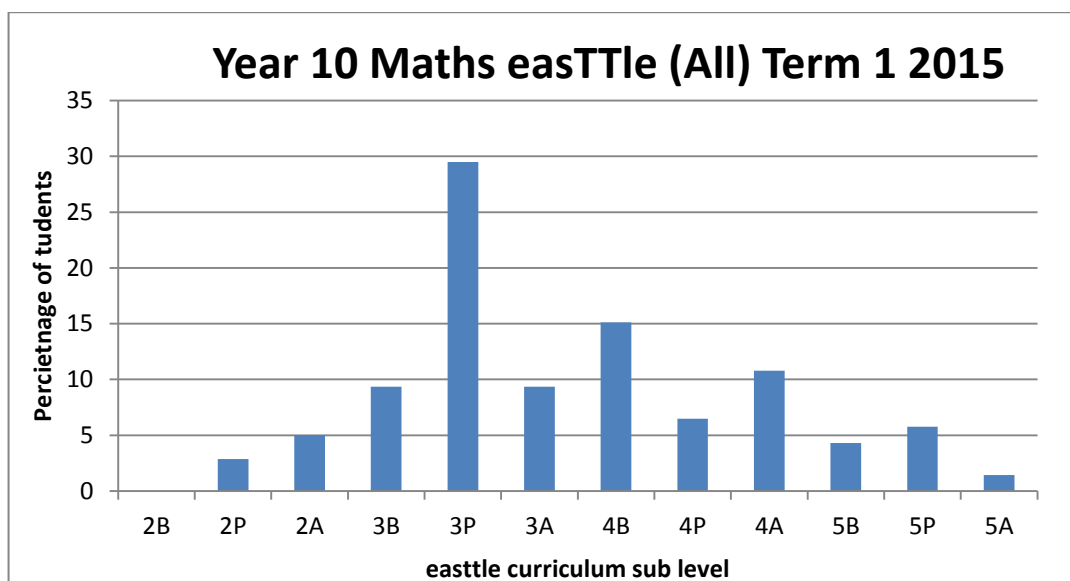


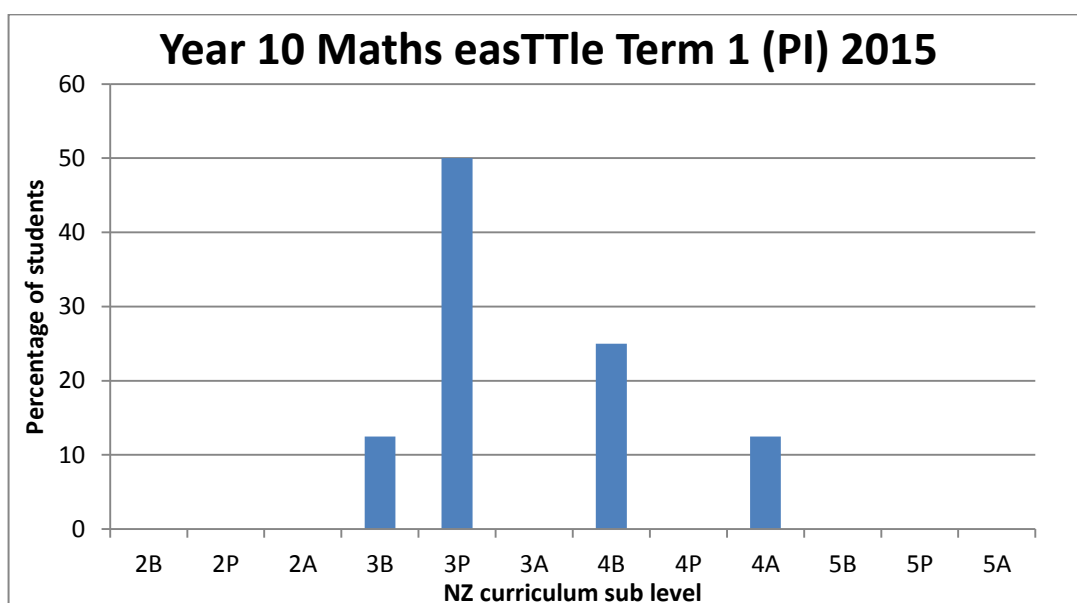
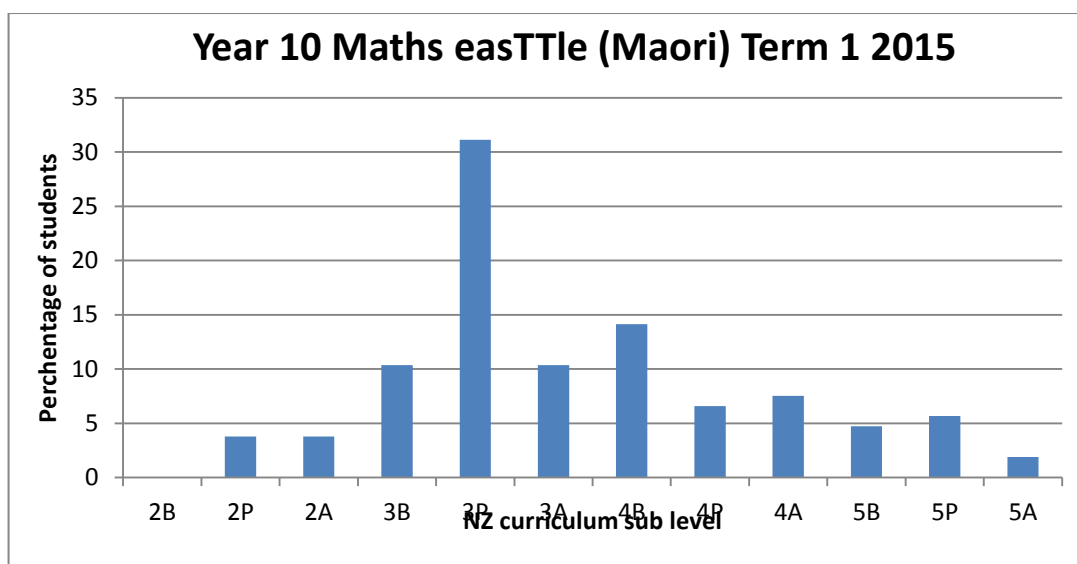
Maori students represent 77% of the year 9 cohort.



Pacific Island students represent 5% of the student cohort.

All three graphs have the same general shape. The modal curriculum level is 3A. 13% of students are currently testing at level 2 of the curriculum. 39% of students are currently working at, or above, the national level for year 9 students in NZ i.e. working at level 4 or above.



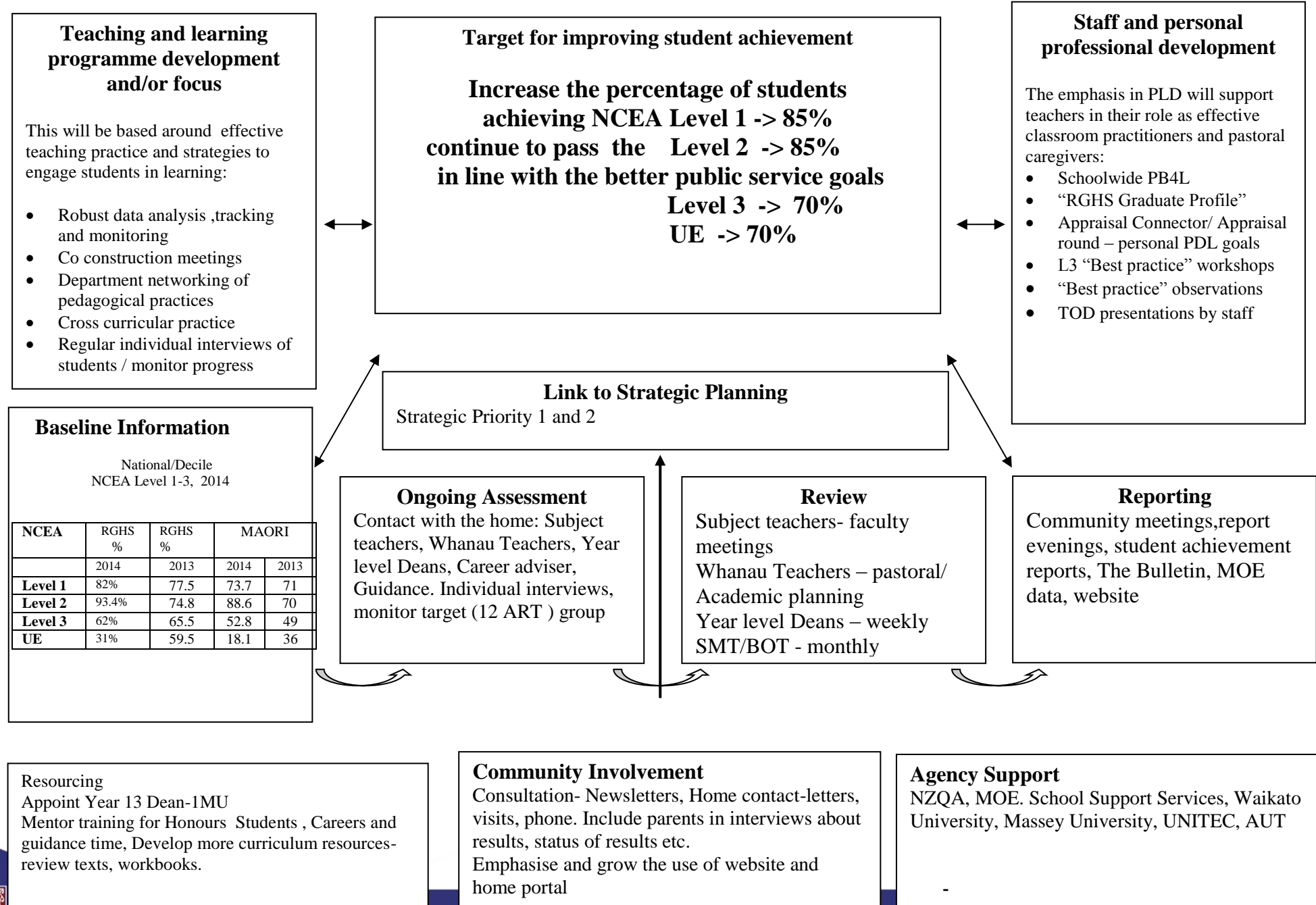


Pacific Island students represent 6% of the year 10 student cohort.

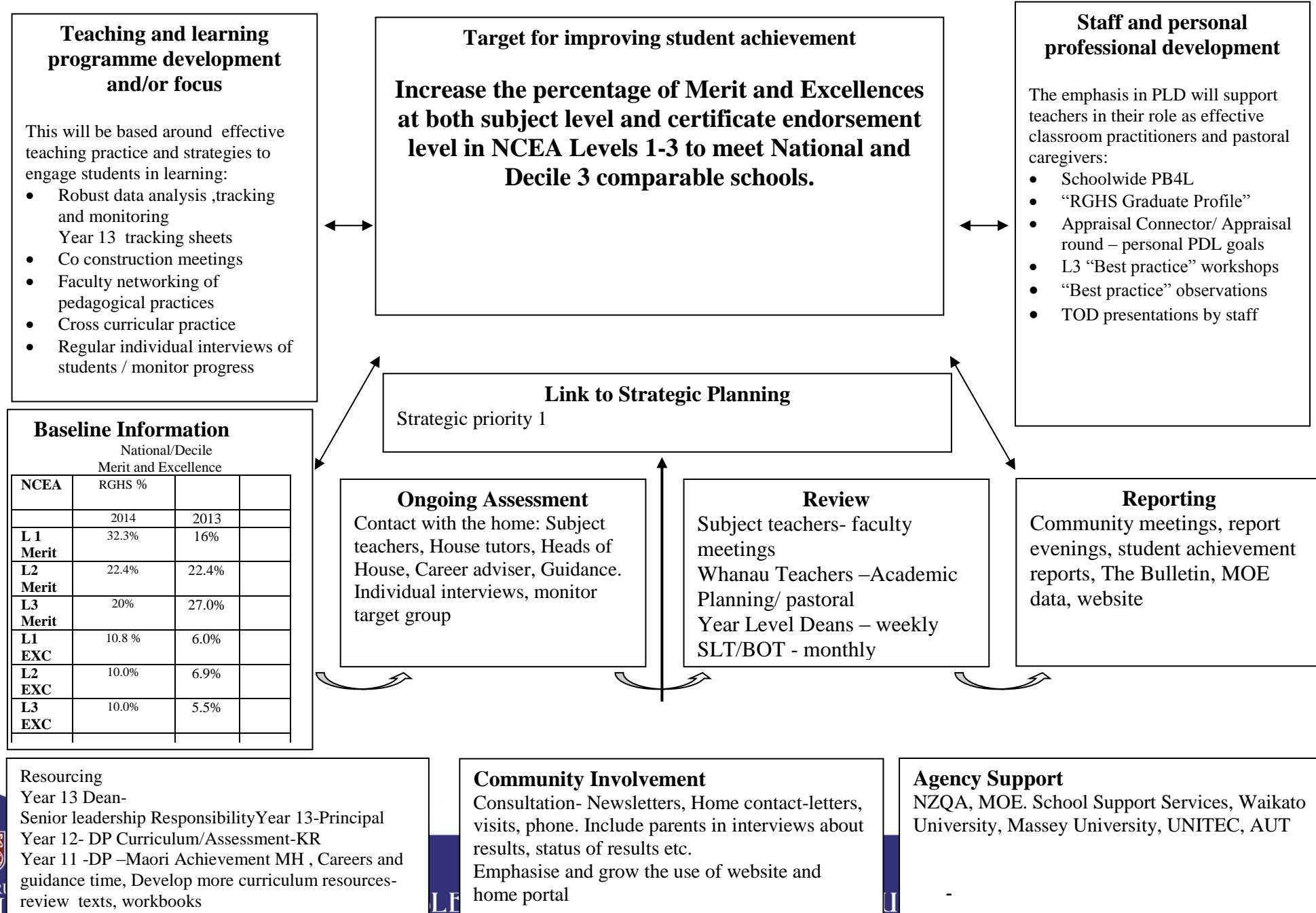
All three graphs have the same general shape. The modal curriculum level is 3P. 8% of students are currently testing at level 2 of the curriculum. 12% of students are currently working at, or above, the national level for year 10 students in NZ.

Those students achieving at level 2 of the curriculum will become the priority learners and their progress tracked closely throughout the year.

ACHIEVEMENT TARGET 3 FOR ROTORUA GIRLS HIGH SCHOOL - Year 2014



ACHIEVEMENT TARGET 4 FOR ROTORUA GIRLS HIGH SCHOOL - Year 12



Supporting Documents on Operations, Governance and Management

Curriculum:

-Key school documents that inform the 2015 Charter relating to curriculum include;

- School Curriculum Framework
- Curriculum Implementation Plans; (school schemes for each of the 'learning areas' covering planning and teaching requirements for teachers.)
- Student Assessment Plan
- Student Individual Portfolios; (displays school review information and formative assessment information.)
- Associated Policies
- Rotorua Girls' High School Strategic Plan
- Rotorua Girls' High School Annual Plan

Finances:

-Key school documents that inform the 2015 Charter relating to finances include;

- Annual Budget
- 10 Year Property Plan
- SUE Reports
- Assets Register
- Auditors Reports
- Associated Policies & Procedures
- Rotorua Girls' High School Strategic Plan
- Rotorua Girls' High School Annual Plan

Health and Safety:

-Key school documents that inform the Rotorua Girls' High School Charter relating to health and safety include;

- Hazards Register
- Maintenance Schedule
- Evacuations Procedures
- Student Support Programmes and Procedures; (Student Support Register)
- Modern School Health & Safety Guidelines Handbook
- Associated Policies
- Rotorua Girls' High School Strategic Plan
- Rotorua Girls' High School Annual Plan

Human Resources

- Key school documents that inform the 2015 Charter relating to human resources include;

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Staff Handbook
- School Parent Information Booklet
- Staff Professional Development Programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel & Curriculum Policies
- Rotorua Girls' High School Strategic Plan
- Rotorua Girls' High School Annual Plan



Property:

-Key school documents that inform the 2015 Charter relating to property include;

- 10 Year Property Plan
- 5 Year Property Schedule
- Maintenance Schedule
- Hazards Register
- Evacuation Procedures
- Insurance
- Associated Policies
- Rotorua Girls' High School Strategic Plan
- Rotorua Girls' High School Annual Plan



